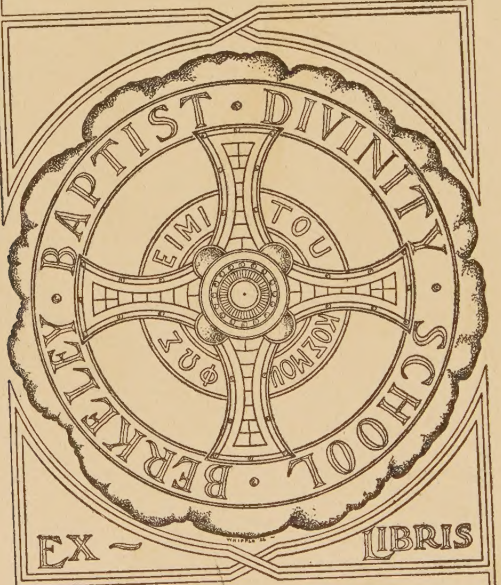
CROUCH MEMORIAL
LIBRARY FUND



Accession No. _____

Date _____

Digitized by the Internet Archive
in 2025

https://archive.org/details/organizationadmi0003vari

ORGANIZATION AND ADMINISTRATION

OF

CHRISTIAN EDUCATION

VOLUME III

The Development of the Young People's Movement,
By Rev. Frank Ottis Erb, Ph.D.

Our Young People. An Informative Statement Regarding the Present Status of Young People's Work in the Churches of the Northern Baptist Convention.

A Survey of Agencies Working with and For Children. By Mildred O. Moody and Elva M. Westbrook. Reserach Service Bulletin No. 7, 1929.

The Sunday-School Building and Its Equipment,
By Herbert Francis Evans, Ph.D.

Housing and Equipment for the Church School, International Council of Religious Education Research Service Bulletin No. 8.

Memories of Dedication, First Baptist Church School of Religious Education, Pasadena, California, September 24, 25, 26,-28, 1930.

TM33
O N3
V.3

BERKELEY BAPTIST
DIVINITY SCHOOL
LIBRARY

THE BIBLICAL WORLD

VOLUME XLVIII SEPTEMBER 1916 NUMBER 3

THE DEVELOPMENT OF THE YOUNG PEOPLE'S MOVEMENT

REV. FRANK OTIS ERB, PH.D.
Free Street Baptist Church, Portland, Maine

[For the book-number of the *Biblical World* we are glad to present the latter half of Dr. Erb's forthcoming volume. The earlier chapters discuss the causes which led to the emphasis on youth organization, the development of various young men's societies of the middle nineteenth century, the expansion of those societies, the addition of young women's societies, and the development into young people's organizations prior to Christian Endeavor.—EDITOR.]

CHAPTER V

THE PERIOD OF CHURCH APPROPRIATION (1881–1889)

The Young People's Society of Christian Endeavor is important enough historically to receive a chapter by itself. It will be understood that the other movements hitherto described were still in process of development, and that new movements, to be discussed later, were coming to expression. Indeed, an onlooker up to 1885 would probably not have picked out the Christian Endeavor society as being of especial importance. To us it appears otherwise.

The first Christian Endeavor society was organized by Dr. Francis E. Clark in the Williston Congregational Church of Portland, Maine, on February 2, 1881. As we have seen, it had century-old antecedents, and in that church, though it was only eight years old, there had been earlier attempts to organize the young people. Among these may be mentioned a literary and debating society, a musical gild, a young people's prayer-meeting, and a pastor's class for those preparing for church membership. Mrs. Clark had

4774

organized in 1877 a Mizpah Circle of girls for mission study, boys being included later. This society had a pledge: "Trusting in the Lord Jesus Christ for strength, I promise Him that I will strive to do whatever He would like to have me do, that I will pray and read the Bible every day, and that just so far as I know how, I will endeavor to lead a Christian life." This Circle, with a class of young men and a group of older girls, formed the first Christian Endeavor society.

Dr. Clark writes:

> In the winter of 1880–81, in connection with some Sunday-school prayer-meetings, quite a large number of boys and girls of my congregation seemed hopefully converted. Their ages ranged from ten to eighteen, most of them being over fourteen years old. The questions became serious, How shall this band be trained, how shall they be set to work, how shall they be fitted for church membership? Is it safe with only the present agencies at work to admit them to church membership? . . . . Stimulated and guided by an article of Dr. Cuyler's, concerning a young people's association in his church, I asked the young Christians to my house to consider the formation of a society for Christian work. They responded in large numbers; and after talking the matter over, finding them willing and eager to enter upon religious duties, we formed a society of Christian Endeavor of some sixty members.[1]

The characteristic features were the prayer-meeting pledge, the consecration meeting, and the committee work. The pledge adopted by the original society reads as follows:

> Trusting in the Lord Jesus Christ for strength, I promise Him that I will strive to do whatever he would like to have me do; that I will pray to Him and read the Bible every day; and just so far as I know how, throughout my whole life, I will endeavor to lead a Christian life. As an Active Member, I promise to be true to all my duties, to be present at and take some part, aside from singing, in every meeting, unless hindered by some reason which I can conscientiously give to my Lord and Master, Jesus Christ. If obliged to be absent from the monthly consecration meeting, I will if possible send an excuse for absence to the society.

The consecration meeting was called the "experience meeting" and the roll call was a feature from the beginning. The original committees were the prayer-meeting, to plan the young people's prayer-meetings; the lookout, to win and exercise watch-care over

[1] Clark, *The Children and the Church.*

members; and the social, to have charge of the recreational aspect of the society's life.

In order to appreciate the condition calling for a young people's prayer-meeting, we must glance at the ordinary church prayer-meeting of that day. In many cases the minister used up all the time except for one or two long, able, and ancient prayers by elders or deacons. Those who spoke must "speak to edification," and this frequently consisted in a long review of the entire Christian and pre-Christian experience of the confessor, given for the *n*th time in the same words. Even the Methodist class-meeting had become formalized. The meetings were led without preparation, the singing was spiritless, the prayers tame, and the questions answered perfunctorily. The young people were either absent from such services or silent, and when an especially courageous young soul ventured to testify he was in danger of being waited on by the elders and urged to keep quiet until he could speak to edification.

The young people's prayer-meeting with its pledged testimony changed this. These young folks were real Christians, and, seeking an expression for their new experience, naturally chose the form sanctioned in their church. If they were in danger of omitting their testimony, the pledge acted as an additional incentive. And further, whoever did not "confess" Christ not only broke his promise, but "denied" Christ, and was in danger of being "denied before the Father"—in other words, condemned to eternal perdition. There were thus at least these three forces urging to participation—their own desire, their pledge, and the lurking background of fear. In proportion as the first waned the others became prominent. But it produced lively meetings, and "speaking to edification" was reduced to a minimum.

The committee work placed on the young people definite responsibility for other things besides testimony in prayer-meeting; it presented a task which to these ardent souls so long shut out from any active participation in church work seemed abundantly worthy. Up to this time the endeavor in the churches had frequently been to attract young people by making as little demand as possible. The new society reversed this procedure, and the young people proved

themselves efficient and trustworthy. The growth of the society was little less than marvelous. In a year the original 63 members had become 127, of whom 114 were active and 13 associate members. In 1887, when Dr. Clark left the pastorate (he resigned from Williston in 1883), there were 220 members, including 13 honorary and 30 absent. At the end of the decade the membership stood at 150, with a junior department of 44, and 98 had joined the church.[1] The organization also developed, partly by the addition of committees, such as the missionary, music, and Sunday school, and partly by division of function, as when certain work of the lookout committee was passed to the calling and flower committees.

New societies sprang up everywhere.[2] An article in the *Congregationalist* led to the organization of the second society at Newburyport, Massachusetts, October, 1881. The pastor had before him the constitutions of half a dozen young people's societies then current, but preferred that of the Christian Endeavor. A young English mechanic in Portland wrote to his pastor in Crewe, England, and the first English society was organized. A sailor from Newburyport landed in Brisbane, Australia, and a society resulted. An Endeavorer traveled to Tacoma, Washington, and formed the first Christian Endeavor society on the Pacific coast. A newspaper clipping led to the first society in Honolulu, and a stray copy of the *Golden Rule* to the first in Jamaica. A German pastor in Buffalo, New York, wrote an account of it for a paper in Germany, and the first German society was constituted. At a conference held in Portland in 1882, 7 societies were known. This grew in 1883 to 56; in 1884 to 156; in 1886 to 850, representing 8 denominations, 33 states, and 7 foreign countries; in 1887 over seven thousand societies were reported, with nearly half a million members.

The growth of the great young people's conventions is especially noteworthy. The factors making them possible were the development of education, the growth of the newspaper and of cheap, safe, and speedy transportation, the recognition of young people as an important element of society, the sight-seeing interest, and the bond of a common organization. The attendance reached its climax in

[1] *Golden Rule*, V, 305.

[2] Clark, *Christian Endeavor in All Lands*.

Boston, 1895, when 56,000 were registered. It is now commonly agreed that the day of such conventions is past. Up to the convention of 1888, a large part of the time was given up to methods of work. In that year the mass meetings became distinctly inspirational, and simultaneous conferences discussed committee work.

At the fourth convention the friends of the organization formed the United Society of Christian Endeavor, and $1,200.00 was raised to engage a general secretary. In this year, too, the trustees refused to receive fraternal delegates from any organization whatsoever, because they had been "beset by political parties, temperance societies, benevolent organizations, denominational fraternities of all sorts, asking recognition and seeking to get their plans before" the conventions. This rule was later used to exclude many well-disposed members of denominational young people's organizations, and occasioned not a little friction. It was an extension of this rule which led the United Society repeatedly to advise all state, county, and even city Christian Endeavor Unions not to admit to their fellowship any but Christian Endeavor societies. This had the curious effect of excluding multitudes of Methodists, Baptists, and others from a society standing explicitly for a union of evangelical Christians, and at least in one case (Rochester, New York) of admitting two Universalist Christian Endeavor societies.

The year 1886 saw the purchase of the *Golden Rule*, a paper founded in 1876 by a Congregational minister,[1] and the first issue under Christian Endeavor auspices appeared October 7, 1886. In October, 1890, it had 54,000 subscribers, and a year later 66,000. In 1887, the first series of uniform topics was issued. In this year also Dr. Clark resigned from his church to give all his time to the Christian Endeavor society, his salary being paid by the *Golden Rule*. In 1889, the Canadian delegation was admitted, and the first international convention was held. In this year too the second secretary resigned, and John Willis Baer, to whose vision, wisdom, and tact the movement owes so much, became general secretary, holding this position until 1902.

[1] *Golden Rule*, August 15, 1895.

In the period under discussion, the city Christian Endeavor Union came into existence, the first being at New Haven, Connecticut, composed of six societies.[1] The organizer incorrectly states that "this was the first organization of the kind in our country," for at least three city unions of young people had previously been formed.[2] Out of this New Haven Union grew the Connecticut state convention, the first of the state conventions of the Christian Endeavor society.

The financing of the Christian Endeavor movement in the early days is a story of personal gifts. In 1883, the little group of interested friends raised $71.00 to print the report. When the United Society was organized a membership fee was charged (annual, $1.00; sustaining, $5.00; life, $20.00). The convention of 1885 raised, by subscription, $1,200.00 to pay the salary of the secretary.[3] No society enrolled with the central office assumed any financial responsibility in so doing, but not a few were invited to contribute.[4] In 1889, the *Golden Rule* office opened a job-printing department, and the sale of supplies immediately proved profitable. Dr. Clark and the little group composing the Golden Rule Publishing Company have not made any financial statements to the Christian Endeavor constituency, but the *Golden Rule*, now the *Christian Endeavor World*, was and is a private business venture and not under the direction of the trustees of the United Society. It is not without interest, however, to note that the *Baptist Union*, whose circulation never went beyond 30,000, and was usually much below, cleared $13,269.93 in five years; and that the *Epworth Herald*, with 100,000 subscribers, only slightly in excess of those of the *Christian Endeavor World*, cleared $25,000.00 in 1907. In addition to the earnings from the paper, the Golden Rule Publishing Company has also handled Christian Endeavor supplies, on which the profits are known to be very large.

Three questions remain to be considered in this chapter: What was original in the Christian Endeavor idea? What obstacles did it meet? What was the secret of its growth?

[1] *Golden Rule*, V, 307. [2] Cf. p. 76.

[3] *Golden Rule*, V, 299, 305; *Young People's Union*, December 17, 1892.

[4] *Proc. B.Y.P.U.A. Convention*, 1894, p. 85.

If one asks, What was original in the Christian Endeavor idea? one experiences the greatest difficulty in finding anything, unless it be the badge and the particular form of the pledge. In particular, its name was not original. Edward Eggleston reorganized the Lee Avenue Congregational Church of Brooklyn into the "Church of Christian Endeavor," "translating," according to his sister, "the name of the Hoosier Schoolmaster's 'Church of the Best Licks' into a title better fitted for the new locality."[1] There was also a Christian Endeavor society in a blind school in Massachusetts earlier than 1881 and the Methodist Christian Endeavor society already referred to, but these are without significance except as indicating the suggestive character of the name. The pledge idea was found in church covenants, church young people's societies, and temperance societies, not to mention Greek-letter fraternities and the secret orders. The organization of young people about a prayer-meeting, with a constitution, pledged daily prayer and attendance at the meetings, committee work emphasizing the same functions which the Christian Endeavor plan emphasized, and the union of young men and women in religious service and in recreation, were borrowed for the most part directly from Dr. Cuyler's Association, though they were, so to speak, in the air. The consecration meeting was simply the adoption of the Methodist class-meeting, the Baptist covenant meeting, and similar meetings in other communions. The name of the most important committee, the lookout, was taken over from the second of the Wadsworth mottoes, and indeed Lookout Societies were not unknown. Even the motto, "For Christ and the Church," introduced some years later, is simply a translation of Harvard's "Christo et Ecclesiae." When Dr. Bacon says that there is no traceable connection with other organizations, that "it grew from its own root,"[2] he makes a statement which is a priori questionable, and which we see to be mistaken. Dr. Clark speaks the exact truth: "The Christian Endeavor movement seems to have been born in a day; it was really the result of a century of care and thought and prayer for the young."[3]

[1] Zimmerman in *Epworth Herald*, III, 791.

[2] Bacon, *Young People's Societies*.

[3] Clark, *Christian Endeavor in All Lands*, p. 296.

It is not our desire to minimize in the least the profound contribution Dr. Clark made to the young people's movement and to the life of the church. He belongs essentially with Raikes. There were Sunday schools before Raikes, but he crystallized, standardized, and popularized the Sunday-school movement. Dr. Clark embodied the trend of the times, and his winsome, energetic personality gave to the church of the eighties exactly the society it was looking for. He was the prophet of that day.

Mention must be made of the hostile criticism to which the Christian Endeavor movement was subjected. Some indifferent people called it a fad and predicted its speedy collapse, but the majority took it seriously. It was declared to be without scriptural authority, and to be usurping the place of the church, which alone had divine authorization. It was greatly feared that it would divide the church on the basis of age, and supplant the church in the affection of the young. It was declared by many that it interfered seriously with other church meetings, particularly the Sunday evening preaching service, usually evangelistic, and the midweek prayer-meeting. Many feared that it would divert the young people's money from denominational channels, and would lead to haphazard giving and a lack of interest in the causes to which the church and denomination were pledged. An Episcopal clergyman declared that it was unchurchly and antichurchly. When the United Society began to publish the *Golden Rule* and other literature, the "colorless" nature of its productions was seriously criticized, one writer declaring that "The writers of Christian Endeavor literature stand in fear of all denominations, not daring to run counter to the creeds of the narrowest religious body. Accordingly they . . . . get into the habit of dealing out religious platitudes for a steady diet."[1]

The pledge came in for adverse comment. A pledge in addition to one's confirmation or baptismal vow was held to be at least unnecessary. It did not concern itself with principles, but with details, and those not the most important. It frequently led to thoughtless, formal, and perfunctory testimony. It was not kept by a very large number of people, and resulted in hypocrisy and

[1] *Epworth Herald*, IX, 499.

casuistry. One pastor thought it inadvisable that everyone should take part in every meeting, and that some place should be left for the Holy Spirit's direction. Not the least difficult objection to meet was St. Paul's injunction that women were not to speak in church, and the exegesis by which this was evaded is both curious and wonderful.

There were others who feared that the society would destroy the usefulness of the Y.M.C.A. The conventions were criticized upon many grounds, especially that of expense. Some were indignant that young people should find life mates in the church society and declared that the initials stood for "Courting Endeavor."

One of the most serious obstacles consisted in the scores of other societies already existing in the churches. As one reads the church items of papers of all denominations in this first decade of the Christian Endeavor society, one meets mission societies, temperance leagues, young people's prayer-meetings, literary societies, and in particular Young People's Associations or Young People's Christian Associations, descendants of Dr. Cuyler's organization. Most of these were ultimately included in or replaced by the Christian Endeavor society. Instead of an open field, the new society had to make its way, in the larger churches, in the face of established organizations. There was this difference: the Christian Endeavor society was being vigorously pushed from without, and the others were not.

What was the secret of the rapid growth of the Christian Endeavor movement? To answer that it succeeded because it deserved to succeed may be true but is not illuminating. Nor is it final to say "the hand of Providence," for other hands are plainly visible. The fundamental reason why the Christian Endeavor society became dominant, rather than the Young People's Association or the Lend-a-Hand Clubs, seems to have been its wide and persistent advertising. In August, 1881, Dr. Clark wrote an account of his society to the *Congregationalist*, which was republished in the *Sunday School Times* and in England.[1] Shortly after the conference of 1882, 1,000 copies of the constitution were printed and sent to all churches reporting a revival. Five hundred newspapers

[1] *Christian Endeavor in All Lands*, chap. iv.

representing every part of the country were selected and notices sent to them regarding the methods and aims of the society. William J. Van Patten, of Burlington, Vermont, circulated Dr. Clark's books, *The Children at the Church Doors* and *The Children and the Church*, in large numbers. Reports of conventions were scattered broadcast.[1] The *Golden Rule* has always been a strong factor in this propaganda. Dr. Clark in 1891 gave fourteen rules for the conduct of conventions, of which five deal with advertising. ". . . . (2) Advertise well. (3) Let it be understood that it will be a great meeting. . . . . (5) Have as many denominational representatives on the program as possible. . . . . (12) Have a press committee to get notices inserted everywhere. (13) See that delegates report the meeting at home."[2] This represents the method by which the Christian Endeavor society grew. These men believed that they had something worth while, and were determined that all should know of it.

After securing a hearing, the society must still approve itself to the young people and to the churches and pastors. From the point of view of the former there were at least five attractive features all bound up in the name. It was a "*young* people's society," giving complete recognition to them. Further, instead of being composed of young men or young women alone, it comprised both sexes. It was a "society," with constitution, officers, and committees, appealing to an age to which officeholding, signalizing the holder of the office, and committee positions, implying the confidence of one's fellows and presenting a challenge to faithfulness and efficiency, mean much. It was an "endeavor" society, suggesting activity and achievement. Finally it was a "Christian" society, presenting as its standard the self-sacrificing service of Christ. If to us who live thirty years later this society seems not to have borne out the promise of its name, we must do it the justice to remember that in the past thirty years Christian ideals have become broader and the emphasis has somewhat changed. To judge the Endeavor society of today by the standards of today is quite a different matter and entirely legitimate.

[1] *New England Magazine*, N.S., XII, 593; VI, 513.

[2] *Golden Rule*, V, 773.

From the standpoint of the pastor and the local church, the Christian Endeavor movement made a powerful appeal. It gave religion the central place. Instead of keeping it out of sight lest it frighten the youth, instead of asking as little and offering as much as possible, the Christian Endeavor movement presented to young men and women a direct and vital approach to religion, an opportunity to which they responded. Religion was recognized by all concerned as dignified, worthy, significant.

The organization was evangelical. It persistently opposed the admission of Unitarians and Universalists into its ranks. It set itself against those amusements regarded as questionable by the majority of evangelicals. Its standards of religion were those common to orthodox churches. As the Y.M.C.A. had found favor because of its Portland basis, so the Portland society found favor for the same reason.

It provided for a great unification and simplification of the local work. Young men's clubs and young women's gilds united; missionary societies dropped their separate organization and worked through the missionary committee; young people's choirs came under the leadership of the music committee; church temperance societies went out of existence and reappeared as temperance committees. One pastor had six independent societies in his church; they became two, a senior and a junior society, and each took care of all the activities of its group. Every phase of church work for young people was unified in the Christian Endeavor society.

The organization was flexible, yet compact. It was found adaptable to any sort of condition. Endeavor societies were established in the navy, in prisons, in schools, in police stations, on mission fields. The most extraordinary committees were constituted as occasion required. Yet the organization was compact. Officers could keep close to all committee work, advising and coordinating. The pastor was ex officio a member of the society and of the executive committee. Through his officers and chairmen he could accomplish much, not only saving his time and energy for other things, but knowing accurately the status of each member of the society.

It provided for the exaltation of the local church. Constantly, as one reads the pages of the *Golden Rule*, one meets with the advice, "Ask your pastor or official board." These constitute for the Endeavor the final court of appeal, according to the principles of the society. The United Society frequently reiterated its statement that it exercised no authority. The society belonged to the local church, was to give through it, maintain its services, study its doctrines, be true to its practices.

For many ministers, the way in which, in county, state, and national conventions, their young people were brought in contact with the young people of other societies and denominations, listened to the great preachers of all the evangelical churches, and learned to appreciate the good in all endeavors after righteousness, was one of the greatest blessings.

Thus in this period the young people's movement was clearly recognized and attained enthusiastic self-consciousness. It was adopted and adapted by the churches. The educational principle of training through expressional activity was consciously pressed into service, and found a hearty response among the young people. A definite standardization of the forms that expression should take was effected. The church prayer-meeting underwent change in character and constituency. The unification of many different phases of young people's work in church and community was brought to pass, and the emphasis upon certain aspects of evangelical doctrine and experience worked strongly to promote interdenominational good feeling. A zealous propagandism spread abroad the Christian Endeavor name, organization, and methods, and furnished a profound stimulus to all workers with young people.

CHAPTER VI

THE PERIOD OF DIFFERENTIATION (1889–1912)[1]

One of the great problems of Christian Endeavor work has been that of sustaining the interest of members in the movement.[2] One of the ways adopted to secure this end has been the various enrolment plans promulgated from time to time. The Tenth Legion is one of the most significant, composed of those who enrol as giving a tenth of their income to religious work. This originated in New York in 1896, and was adopted at the international convention of 1897. At the same convention was launched the enrolment of the Comrades of the Quiet Hour, consisting of those who would spend fifteen minutes daily in private devotions. The Macedonian Phalanx was composed of those individuals or societies who gave $20.00 at one time to some special missionary or benevolent object; this was later given up. These and similar enrolments have not been organizations but simply lists of those to whom the given idea appealed and who entered upon its observance.

The continued growth of the Christian Endeavor movement has been great. The number of members is counted by millions. It is not, however, a matter of small importance to ask what value is to be attached to these figures. The example of the Epworth League is instructive. For years they reported membership by hundred thousands.

A cross file showing charters issued to any given locality was first created in 1905; and it was found that in a large number of instances three senior charters had been issued to the same appointment, the earlier chapters dying and being succeeded by others. In a still larger number of cases two charters were issued in this way. Thousands of other charters had been issued to rural chapters that had passed out of existence.

[1] The year 1889 marks the event most significant as differentiation from the Christian Endeavor movement, viz., the formation of the Epworth League. It is also the approximate date of other important organizations attaining wide recognition. It should be noted, however, that differentiation began within a few years after 1881.

[2] W. T. Ellis in *The Independent*, LIII, 1900; August 15, 1901.

The first serious attempt recorded to learn the actual strength of the League was made by the General Secretary in the latter part of 1904. Through their presiding elders, accurate reports were secured from fifty districts, well distributed throughout the church. The number of senior charters issued in these districts was 2,873. The actual number of chapters was 1,714. Applying this ratio of shrinkage to the number of senior charters issued for the whole church, May 15, 1904, gives 12,915 senior chapters possibly existing (as opposed to 22,141 reported in 1904) at that time. This estimate, however, may have been too great, as reports are most obtainable from districts above the average in condition.[1]

In 1910, the *Epworth Herald* said: "The Methodist Year Book for 1910 contains the first reliable summary of Epworth League statistical reports ever given."[2]

If a closely organized denomination declares that the reports of its young people's societies for 21 years are 41 per cent too large, and thinks 45 per cent inflation more nearly correct, it is obvious how entirely unreliable the so-called statistics of Christian Endeavor, Baptist Union, and other societies must be which have no means of checking up returns. In 1911, the Illinois Christian Endeavor Union reported 1,029 societies. The new secretary found that 282 of these had disbanded, that 107 were not running, and his report does not profess to be complete.[3] Computed on this basis, however, there was an inflation of 37.8 per cent. We can safely say that at least 45 per cent of the reported membership of all societies which are not able to *demand* accurate yearly reports is "water."

We turn now to consider a group of new societies, which may be regarded as differentiations from the Christian Endeavor movement. The rise of a new organization appealing for a constituency to people already conversant with an organization somewhat similar suggests that the earlier society is considered in some respect inadequate to fit the situation; that is, it implies criticism or protest. When the new organization is received with continued favor by any considerable body of people, we must understand not only that these people indorse the criticism, but that the new society meets their needs as the earlier did not. The numerical success

[1] *Epworth Herald*, XXIII (1912), p. 336. [2] *Ibid.*, XXI (1910), 208.

[3] *Year Book, Chicago Christian Endeavor Union*, 1912, p. 45.

of any organization, however, does not indicate the value of all its ideals, nor the worth of the ideals regarded as primary by its leaders. Thousands of Good Templars belong to the organization, not because of its temperance principles, though they believe in them, but because their friends are there, and this affords them a recognized meeting-place. The successful propagandist is he who is able to utilize primary instincts to float his enterprise. The enterprise of greatest value to its members and ultimately to the world is that in which fundamental human desires and needs, both individual and social, are made the primary elements. The new organizations of this period mark a protest against limited or false standards, and indicate a search for more adequate ideals. The most important result thus far is the conviction that no single type of religion or form of activity will command the enthusiastic allegiance of all evangelical Christians, not to speak of the vast masses outside these groups. The immediate consequence is the impracticability of setting up one standard form of organization or ideal of religious experience or expression for all communities and communions, and for different types of church within the same communion. The corollary is that each denomination, each community, and each church must study itself, determine its needs, and act accordingly. From this standpoint we shall consider some of the more important variations from current ideals.

Of denominational organizations we shall study two regarded as typical: the Epworth League, representing the connectional society, and the Baptist Young People's Union of America, embodying the federal principle. We shall give a sketch of their histories and note some elements of protest.

The Epworth League.—The Epworth League is to be traced to the lyceum started in Philadelphia prior to 1872, which secured recognition from the General Conference of 1876. This was not a success, and about 1884 Bishop J. H. Vincent began to organize Oxford Leagues,[1] for which he secured the approval of the Centenary Conference at Baltimore, 1884, and adoption by the Methodist Sunday-School Union, on December 17, 1884, with the appointment of a board of control. Its aims were ambitious:

[1] *Epworth Herald*, May 16, 1891; Vincent, *ibid.*, June 14, 1890.

(1) To study the Holy Scriptures with a view to the promotion of personal piety; (2) to become familiar with the biblical origin of the doctrines, spirit and methods which characterize their own church . . . . ; (4) to trace the origin of the modern evangelical revival known as Methodism . . . . ; (5) to promote personal consecration to practical work . . . . ; (6) to promote intellectual training under the auspices of the church among those who no longer attend school . . . . ; (7) to . . . . publish and circulate permanent documents devoted to the history, philosophy, doctrines, and institutions of Methodism.

Each member was required to pursue courses of study, to attend the public services of the church, to contribute each year to each benevolence of the church, and to assist the pastor in practical work. A uniform constitution was required of each society. The League was indorsed by the General Conference of 1888, and by May, 1889, there were about five hundred societies.[1]

The Young People's Methodist Alliance[2] was born at the Des Plaines camp meeting, in 1883, among a group of people seeking entire sanctification. Organization was effected under the title "Young People's Christian Alliance," and a pledge adopted. In 1885, the constitution was made national in character, the name "Young People's Methodist Alliance" was taken, and the *Alliance Herald* authorized. Its badge was a white ribbon with a scarlet thread running lengthwise, and one of its three mottoes was, "We live to make our own church a power in the land, while we live to love every church that exalts our Christ."[3] In the spring of 1889, there were 410 alliances.

The Young People's Christian League[4] was organized in Boston in 1887, under authority of a resolution of the Boston preachers' meeting. Its purpose was to federate existing gilds, lyceums, bands, etc., in Methodist churches, without change of name or constitution, and to organize societies in churches having none. Reading-courses were outlined and prayer-meeting topics prepared. Its motto, "Look up and lift up," was suggested by Bishop Vincent. By 1889, it had auxiliaries in New England, New York, Ohio, Georgia, South Carolina, Texas, and Dakota.

[1] *Epworth Herald*, December 6, 1890; May 16, 1891.

[2] *Ibid.*, May 16, 1891.

[3] Written by Bishop Simpson.

[4] *Epworth Herald*, March 14, 1891; May 16, 1891.

Two other general societies of less importance, the Methodist Young People's Union (founded in Detroit, Michigan, in November, 1887) and the Methodist Episcopal Alliance of the North Ohio Conference (organized in Ashland, Ohio, in September, 1888), secured a local following.

In addition to these societies (1,000 in number), there were at least twice as many Christian Endeavor societies, and a considerable number of Young People's Associations and other independent organizations. The large societies were competing strenuously, and, although young people's societies were rapidly being organized, a condition of tension was produced. In this situation representatives of the five Methodist societies met in Cleveland, Ohio, May 14, 1889, and united to form the Epworth League.[1] The mottoes of the Y.P.C.L. and the Y.P.M.A. were taken over, and also the badge of the latter. The organization adopted was in general that of the Oxford League. The Sunday-School Union and the Tract Society financed the new organization until 1892, though from the first meeting of the board of control (1890) an annual collection for the expenses of the general office was asked from each society, and a charter fee of twenty-five cents was charged each League registering at headquarters. *Our Youth*, a paper started by Bishop Vincent December 5, 1885, was made over into the *Epworth Herald*, and its first number issued June 7, 1890.

With the union of these rival societies, Methodists everywhere began to fall in line, and not a few Christian Endeavor societies became Epworth Leagues. It is not to be wondered at that the Christian Endeavor officials should seek to stem the current. Pamphlets, containing opinions from Methodist ministers favorable to Christian Endeavor, were sent out from the Christian Endeavor publishing house to Methodist pastors and others—an act which, however natural, was scarcely in good taste.[2] An official protest from the United Society of Christian Endeavor was presented to the board of control of the League about the same time. It says:

> We feel that this name [Christian Endeavor] and these principles [prayer-meeting pledge, consecration meeting, dual membership, and lookout

[1] Buckley, *History of Methodists in the United States*, 1896, p. 673; *Epworth Herald*, December 2, 1893, p. 458.

[2] *Epworth Herald*, October 4, 1890, p. 9.

committee] should be allowed to remain together, and that to adopt the name without the principles, or the principles without the name, will produce confusion and is not fair to the Christian Endeavor society.[1]

The board of control in reply cited some of the facts previously noted in this chapter. Early in 1892, Dr. Clark met the board of control and asked that the Christian Endeavor societies be not interfered with. The board assured him that no pressure had been or would be brought to bear upon Christian Endeavor societies to become Epworth Leagues. They suggested that a young people's evangelical alliance be formed in cities and towns, to which Dr. Clark assented, providing existing Christian Endeavor unions remained intact. The board appointed a committee on fraternal relations to meet with a similar committee from the Christian Endeavor society. The latter committee was appointed three and a half years later.[2]

The further official relations between the two societies have been polite, not cordial. The Epworth League has from the first professed its willingness to form a federation with the Christian Endeavor society, but has declined to change its name, with the probable result of encouraging the use of Christian Endeavor literature. It has been a source of irritation that the Christian Endeavor society has refused to receive fraternal delegates from any other society, and that state, county, and city Christian Endeavor unions have been advised to follow the same rule. In many cases they have used their own judgment, but this has not been universal. The Christian Endeavor leaders have left no stone unturned to secure the adoption by the church of the name Christian Endeavor, or Epworth League of Christian Endeavor as an alternative designation. In one case committees from the two societies had agreed on the latter name, but the board of control refused its sanction, and the General Conference was even more decided when an appeal was taken to it. It cannot be said that the attitude of the *Golden Rule* has been conducive to good feeling. In 1895 the editor of the *Epworth Herald* wrote: "During the entire career of the *Epworth*

[1] *Epworth Herald*, November 15, 1890. Cf. a similar statement, adopted at the Christian Endeavor convention of 1891, in *Golden Rule*, October 1, 1891.

[2] *Epworth Herald*, II, 620, 1892; VI, 331, 1895.

Herald the *Golden Rule* has never once referred to us in a kindly way and has never mentioned our name except to criticize."[1] Many Christian Endeavor leaders denounced the League bitterly, and accused it, for the most part mistakenly, of having stolen Christian Endeavor principles. On the other hand, the attitude of the *Herald* was rather condescending, owing to the rapid growth of the League and the fact that its subscription list soon passed that of the *Golden Rule*, a lead which it has ever since maintained. Moreover, the church sedulously weeded out the Christian Endeavor societies, and succeeded so well that there were said to be only 150 in 1905, of which 57 were in Philadelphia.[2] It can hardly be disputed, however, that the weekly young people's prayer-meeting as a universal institution among Methodists and the general interest in youth were at least largely stimulated by the rapid growth and great enthusiasm of Christian Endeavor.

At the General Conference of 1892, the Epworth League was formally adopted. Its object was stated to be "to promote intelligent and loyal piety in the young members and friends of the church, to aid them in the attainment of purity of heart and constant growth in grace, and to train them in works of mercy and help." Any local organization might become a chapter when it adopted the aims and plans of the League, when its plans and officers were approved by the pastor and official board, and when it was enrolled at the head office. Unless it became explicitly an Epworth League, however, it was only an affiliated society with limited privileges. The general board of control was to consist of 29 members, 15 appointed by the bishops, of whom one, a bishop, should be president; the other 14 members were to be elected, one from each conference district. Provision was made for an editor and a general secretary.

A footnote to the Constitution,[3] providing that no legislation then proposed "is intended to disturb the present status of other

[1] *Ibid.*, February 9, 1895; p. 589.

[2] *Ibid.*, XV, 1341, May 27, 1905. Cf. *The Independent*, XLIX, 398; *Golden Rule*, July 25, 1895, p. 975; *Christian Endeavor World*, XXV, 60; *Epworth Herald*, August 9, 1890, September 13, 1890, and August 29, 1891.

[3] *Epworth Herald*, July 2, 1892.

young people's societies now organized in Methodist Episcopal churches which are under the control of the pastor and quarterly conference," led to misunderstanding, Endeavorers interpreting it to mean a measure of official recognition to Christian Endeavor societies. That interpretation was, however, officially contradicted.

> The expectation was unanimously expressed [at the General Conference] that before long every society in the church would become an Epworth League. It was stated, however, that some Christian Endeavor societies were not yet quite ready to become Epworth Leagues. We were therefore asked to insert the clause . . . . giving assurance . . . . that they were not to be arbitrarily disturbed before they were ready to come into the League by their own harmonious action. . . . . I do not believe there was one out of the five hundred delegates who does not hope and expect that eventually every young people's society in our church will be an Epworth League.

The constitution which local leagues were required to adopt contained some important elements. The pledge was left optional with each society, but, if adopted, divided the membership into active and associate. The pastor was ex officio a member of the cabinet. The officers must have the sanction of the pastor and the official board. The president ordinarily became a member of the quarterly conference. The outline of activities was most comprehensive.

To detail the history of any organization is outside our plan, but some items will be illuminating. The growth of the League, with every preacher, district superintendent, and bishop supporting it, was phenomenal. The circulation of the *Herald* reached 125,000 in 1904, and is now about 100,000. The League was adopted virtually without change in 1890 by the Canadian Methodist church and the Methodist Episcopal Church South, each with its own paper and general secretary. The decline of the inspirational convention and the development of the summer school of League methods is part of the general movement among young people. The production, before 1907, of a completely graded course of lessons for junior, intermediate, and senior Leagues is notable. In the place of further particulars, Table II, placing side by side the organization of the Oxford League activities of 1888—adopted with very few changes in 1892—the Epworth League "cross" of 1903, and the new scheme of 1913, will reveal many significant changes of emphasis.

The Epworth League arose as a fourfold criticism. It was a criticism of the assumption, which interdenominationalism is

TABLE II

Oxford League, 1888	Epworth League, 1903	Epworth League, 1913
I. Dept. of Christian Work: First vice-president, chairman	I. Dept. of Spiritual Work: First vice-president, chairman	I. Dept. of Spiritual Work: First vice-president, chairman
1. Weekly prayer-meeting	1. Weekly devotional meeting	1. Spiritual welfare of members
2. Missionary work	2. Spiritual welfare of members	2. Study and practice of personal evangelism
3. Spiritual welfare of members	3. Personal evangelism	3. Weekly devotional meeting
4. Christian work among young	4. Bible-study	4. Bible-study
5. Sunday-school interests	5. Morning watch	
	6. Sunday-school interests	
	7. Open-air meetings	
	8. Junior League	
II. Dept. of Literary Work: Second vice-president, chairman	II. Dept. of World Evangelism: Second vice-president, chairman	II. Dept. of World Evangelism: Second vice-president, chairman
1. Lectures and literary entertainments	1. Study of church benevolences	1. Study of missions and other benevolences
2. Lyceum reading-circles, libraries, and all educational work	2. Christian stewardship	2. Monthy missionary meetings
3. C.L.S.C. readings	3. Missionary committee	3. Study of Christian stewardship
4. Oxford League readings	4. Mission library and literature	4. Definite missionary work
5. Home culture circles	5. Mission-study classes	
	6. Missionary meetings	
	7. Cycle of prayer for world evangelism	
III. Dept. of Social Work: Third vice-president, chairman	III. Dept. of Mercy and Help: Third vice-president, chairman	III. Dept. of Social Service: Third vice-president, chairman
1. All sociables and social entertainments	1. Systematic visitation	1. Mercy and help
2. Systematic visitation	2. Care of poor and sick	2. Studies in social service
3. Reception and introduction of members	3. Hospitals and other charities	3. Good citizenship
4. Look-up Legion work	4. Temperance reform	4. Temperance reform and social purity
5. Social purity	5. Temperance literature	
6. Temperance	6. Temperance study classes	
	7. Social purity	
	8. Good citizenship	
IV. Dept. of Entertainment: Fourth vice-president, chairman	IV. Department of Literary and Social Work: Fourth vice-president, chairman	IV. Dept. of Recreation and Culture: Fourth vice-president, chairman
1. Music for all meetings; selection of chorister	1. General literary culture	1. Athletics
2. Excursions and picnics	2. Lecture courses	2. Social entertainments and music
3. Amusements for all meetings	3. Committee on *Epworth Herald*	3. New members; circulation of *Epworth Herald*
4. Home mission work	4. Reading-courses and libraries	4. Literary meetings
5. Badges and signals	5. Promotion of social life in the church	
6. Children's Day exercises	6. Seeking new members	
	7. Music for all meetings	
	8. Social entertainments	

always apt to make, that the peculiar doctrines, practices, and spirit of Methodism were of relatively small importance. With the exception of a small minority, the Methodist denomination did

not believe that. They objected to their young people absorbing as a steady diet the literature which constantly made that assumption, or which was not in a position to emphasize aspects of history and religious experience which Methodism held dear. At the very least, it was an instance of the good being an enemy of the best; at the worst it was an undermining of the very foundations of their church. Their interest was both ecclesiastical and personal: they were convinced not only that the church was in danger, but that their young people would fail to attain a well-rounded spirituality, and that the world would be by so much the poorer. As a matter of fact the *Epworth Herald* from its first number breathed a spirit of evangelism which the *Christian Endeavor World* has never attained.

The United Society of Christian Endeavor virtually acknowledged the justice of this criticism, for while in 1889 they had "deprecated the running of denominational lines through the Christian Endeavor movement,"[1] in 1892, at the New York convention, denominational rallies were held for the first time, and these have been a feature of each successive gathering.

It was a protest against the failure of the ordinary church to organize its young people's society as a part of its organic life. It has been frequent cause of complaint against the young people's society in general that it stands out as an independent entity, having no organic relations with the Sunday school on the one hand, or with the church organization on the other; that it recruits itself, not from the Sunday school or church, as such, but by the organization and direction of junior and intermediate societies after its own kind; that its only connection with the church has been the fact that many of its members belong to the church or Sunday school, and that it uses the church building without paying rent. In the case of a Christian Endeavor society, its plans are formulated by an agency outside of both church and denomination, the plans have little if any reference to other departments of church work, and the official board of the church is seldom asked to pass upon them. To the reply that the particular church is entirely to blame for that state of affairs, the Methodists answered: We do not care to expose

[1] Rev. M. G. Kyle, in *The Independent*, XLIV, 934.

our churches and pastors to that possibility, but propose to organize our young people's society as an integral part of the church and denominational life. Thus the pastor is explicitly made a member of the local cabinet, the officers must be approved by the official board of the church, the president becomes a member of the quarterly conference, and the plans of the League as a whole and the policy of the paper are determined by responsible members of the church and made to harmonize with its general aims.

The formation of the League was a criticism of the inadequacy of the Christian Endeavor ideal of religion and of the methods to be employed in developing the religious life. That ideal consists, according to the pledge, in striving to do whatever Christ would have one do. If this general statement were left by itself, no one could offer any objection. But it is an obvious principle of interpretation that when a general statement is followed by a series of particular statements, the latter are the explication of the former. And when one asks what, on Christian Endeavor standards, Christ would have one do, the answer is: Read the Bible and pray, attend prayer-meeting and take part. "Being true to all one's duties" is simply what the "moral" man does; these others are the specifically Christian demands. There is an utter absence of all explicit reference to brotherly helpfulness, which Jesus declared to be a full half of true religion. The Epworth League was organized on an all-round conception of life, including not alone the devotional, but the literary, recreational, and philanthropic elements as well. The League has learned much since, but to it was given the broader vision.

Finally, the League was a protest against the use of the pledge, as shown by the fact that the pledge was made optional with the individual society. It ought to be said that the form of pledge offered by the League to those societies desiring one revealed no new principles of pledge-making beyond the introduction of a prohibition, and in this respect it was distinctly inferior to the Christian Endeavor pledge. This element persists even in the pledge of 1913.

[1] *Epworth Herald*, XXIV (1913), p. 587.

In reaction against this criticism, the validity of which it denied, the Christian Endeavor society about this time promulgated the so-called "cast-iron" pledge, as follows:

> Trusting in the Lord Jesus Christ for strength, I promise Him that I will strive to do whatever He would like to have me do; that I will make it the rule of my life to pray and read the Bible every day, and to support my own church, in every way, especially by attending all her regular Sunday and midweek services, unless prevented by some reason which I can conscientiously give to my Savior; and that just so far as I know how, throughout my whole life, I will endeavor to lead a Christian life. As an Active Member I promise to be true to all my duties, to be present at and to take some part, aside from singing, in every Christian Endeavor prayer-meeting, unless hindered by some reason which I can conscientiously give to my Lord and Master. If obliged to be absent from the monthly consecration meeting of the society, I will, if possible, send at least a verse of Scripture to be read in response to my name at the roll call.

We take this opportunity to complete what we have to say of the pledge. Of 55 Chicago pastors, representing all the leading communions and selected without any knowledge whatever of their opinions, only 7 were in favor of the pledge; 16 declined to express an opinion; 15 gave qualified approval (e.g., "valuable if lived up to"); and 17 opposed the pledge, their expressions running all the way from "It is contrary to the spirit of spiritual religion," to "We do not regard perjury as a means of grace." How far this attitude is general it is impossible to say, but it seems probable that it fairly represents the convictions of thoughtful men. In response to much criticism, the United Society has issued two other pledges, both much shorter. But are even these made to be kept? Dr. Clark and his fellow Endeavorers give us to understand that they are to be interpreted liberally, for in the efficiency campaign of 1911–1913 one of the points set for a *standard* society is that "three-fourths of members respond at consecration meetings in person or by message." In this same campaign, an "effective Endeavorer" was one who among other things attended "three-fifths of the society prayer-meetings for five months." It is not regarded as a possibility that all who promise Jesus Christ either to be present at or to send a message to the monthly consecration meeting will keep their promise. A "standard" society is one in which only

one in four breaks the most solemn vow conceivable. As it is with the consecration meeting, so it is with other parts of the pledge. On Dr. Clark's own figures, 24 per cent of Endeavorers pledged to attend *all* the regular Sunday and midweek meetings practically never go to the church prayer-meeting or the Sunday evening preaching service.[1] How it fares with daily Bible-reading and personal devotion, with being "true to all my duties" and striving to do "whatever" Christ would have one do, we can only surmise, but there is no reason to believe that those parts of the pledge are better kept than the others. That some are helped by the pledge is undoubted, but when it leads to moral deterioration for one in every four, something is surely wrong. The real fact is that a means of religious inspiration of unquestioned value has been made an end in itself. It is a modern instance of "man being made for" an institution.

If one were to point out some weaknesses of the Epworth League, one might mention the following:

1. It takes a negative attitude toward amusements. The theater, the dance, the card table are singled out for especial condemnation, and very little of value is suggested in their place. The reiterated "Don'ts" prove what is common knowledge, that young people do these things; and the tragedy of the situation became evident when the most prominent leader of the organization perished in the Iroquois Theater fire in Chicago. If the League puts the common amusements under the ban, it is its undeniable duty to provide something else equally attractive. This it has not done.

2. Its scheme of activities is logically complete but psychologically fallacious. To work so complex an organization requires the skill of an efficiency engineer. It leaves too little room for initiative or for the joy of discovery. It is a burden to many societies. It seems to have been made with an eye to logical completeness rather than on the basis of a study of actual conditions. The only society in which it is really at home is in a large city

[1] Cf. also: "One hundred and four societies reporting show an average attendance at the midweek prayer-meeting of over 34 per cent of their membership and of more than 75 per cent at the Sunday evening service."—Chicago Christian Endeavor Union, *Report*, 1912–13, p. 34.

church. The practical working out is such that there is virtually no difference between a Christian Endeavor society and an Epworth League.

3. It is ultra-Methodistic. That Methodism has elements without which the world would be distinctly poorer few will question. But Methodists themselves grow weary of the denominational self-glorification. Too little recognition is given to the aspiration, endeavor, and achievement of the rest of the Christian world, a recognition which would make better Methodists and surely better Christians.

A final word ought to be added. Theoretically at least, no other church organization has been so responsive to changing conditions as the Epworth League.

The Baptist Young People's Union of America.—The Baptist Union arose as part of that denominational emphasis initiated by the Methodists, which found a response in nearly every communion. The Loyalist movement, so called from a suggested motto, "Loyalty to Christ in all things at all times," started in Kansas in 1887, and was indorsed by the Baptist State Convention of 1888. Its purpose, as soon became clear, was to organize an exclusive society of Baptist young people. The idea was welcomed in the Middle West, Kansas Baptists arranging a young people's program at their convention of 1889, and inviting the young people to attend. Nebraska organized a state convention in 1889, and Iowa in 1890. Chicago formed a city union on August 12, 1890.[1]

A conference, called to meet in Boston in 1889, met in Chicago in 1890, and was attended by representatives from fifteen states. It was agreed that no existing society should be antagonized in the new organization. An executive committee was appointed to study the problem more closely and to prepare plans for a national convention. In October of this year two ardent advocates started *The Loyalist*, and in its columns the executive committee made its first statement, which was important as showing a decided opposition to a pledge, and substituting therefor a declaration.[2]

[1] *The Loyalist*, I, 18; *Young People at Work*, December 20, 1890.

[2] *The Loyalist*, October 16, 1890.

The discussion was nation-wide, even the South, with its pronounced antagonism to all young people's societies in the church, taking some part. Loyal Endeavorers opposed it heartily, one pastor sending a circular to every Baptist minister asking him to organize a Christian Endeavor society in his church.[1] As in the case of the formation of the Epworth League, the United Society of Christian Endeavor took a hand in the discussion, sending to Baptist ministers all over the country Baptist articles in opposition.[2] At the other pole, as compared with those who thought Christian Endeavor sufficient for all needs, stood the Loyalists, who desired a society with a uniform constitution in all the churches. The largest and ablest party consisted of those who sought a middle ground, and found it in a federation in which every young people's society in a Baptist church, without reference to name or constitution, should be enlisted.

At this juncture the American Baptist Publication Society purchased *The Loyalist*, and changed its name to the *Young People at Work*.[3] The secretary of the Society, recognizing the gravity of the situation, invited representatives of all parties to meet at Philadelphia, April 22, 1891, for friendly discussion. Two of the three Baptist trustees of the Christian Endeavor society were present, and everyone was heard. The result was the "Basis of Organization."[4] The new society should be a federation of all young people's societies in Baptist churches, without respect to name or constitution. The *Young People at Work* was to be the official organ, and should be impartially hospitable to all societies, devoting itself "to the indoctrination of the Baptist young people in the distinguishing tenets of Baptist churches," and to urging hearty co-operation in denominational enterprises. Each society should be left free to determine into what measure of interdenominational fellowship it should enter.

This document, together with the attention paid to the incipient organization by the Publication and Home Mission societies at the anniversaries in May, cleared the way for the first national

[1] *Y.P.A.W.*, January 24, 1891. [2] *Ibid.*, April 18, 1891.

[3] *Ibid.*, May 9, 1891; *Baptist Union*, IV, 466, 857.

[4] *Baptist Union*, IV, 464; Bacon, *Young People's Societies*, p. 226.

convention of the Baptist Young People's Union of America, in Chicago, July 7 and 8, 1891. Over fifteen hundred delegates assembled, organization was effected, and national, state, and associational constitutions adopted. It was the only national Baptist society in existence. The object was stated to be "the unification of the Baptist young people; their increased spirituality; their stimulation in Christian service; their edification in Scripture knowledge; their instruction in Baptist doctrine and history; and their enlistment in all missionary activity through existing denominational organizations." The model local constitution, not compulsory, embraced among other things an optional pledge and an optional organization by committees or departments. The board of managers, elected by this delegated body, was ordered to engage a general secretary, preferably a layman, and to open a general office in Chicago.

It was at once felt to be necessary that the Union should control its own paper, inasmuch as it was a national organization and the A.B.P.S. was a northern society. The *Young People at Work* was purchased, moved to Chicago, and called the *Young People's Union.* In 1894, its name was changed to the *Baptist Union;* and in 1904 it became a monthly under the name of *Service.* The purchase of the paper, the payment of the secretary, and the conduct of the office entailed large expense, and thus began a long struggle for the "founding fund," which was not finally pledged until November 30, 1901. At the convention of 1908, it was stated that for the first time in its history the Union did not announce a deficit. The financial problem was, however, constantly before the managers, and in 1908 the A.B.P.S. purchased *Service*, created a Young People's Department, and gave explicit directions to its Sunday-school missionaries to pay especial attention to young people's work. In 1910, upon petition, the Northern Baptist Convention (organized 1908) appointed a Young People's Commission, which in 1911 became a permanent department of the denomination. In 1912, the managers of the B.Y.P.U.A. were requested to convey to the Commission such functions as would enable it to "superintend the work of organization of young people's societies in the territory of the Northern Baptist Convention,

together with the inspirational and educational work therein." This was accordingly done, and from 1913 the literature of the B.Y.P.U.A., so far as it relates to the northern states, bears the imprint: "The American Baptist Publication Society and the Northern Baptist Convention through its Young People's Commission."[1]

The official relations of the Union with the Christian Endeavor society have been most cordial.[2] After the first fear that the Baptist Union was to be an exclusive society, there came to be the most friendly-feeling. The Christian Endeavor officials readily saw the necessity for a denominational union from the facts that in 1891 there were, in addition to perhaps two thousand Baptist Christian Endeavor societies, at least as many independent organizations, most of which simply would not affiliate with the Christian Endeavor society; that there were considerably over twenty thousand Baptist churches with no young people's society of any sort; and that the denomination had not only the right but the responsibility of taking its young people under its direction. Within the denomination there has been considerable lack of adjustment. An official pronouncement of 1911 declares: "It has been found difficult to convince societies of other names that they are on an equal footing in the B.Y.P.U.A. with those societies bearing the denominational name, or that it was possible to maintain a dual allegiance with equal cordiality."[3] For this the attitude of the Christian Endeavor society toward the Epworth League is responsible, Baptist Endeavorers applying to their own situation statements made with reference to quite other conditions. It is probable that the Young People's Commission will end this misunderstanding.

The genius of the Baptist Union is seen in a resolution passed at the first, the organizing, convention: "Resolved, That this convention urge the local societies to devote at least one hour a week to the systematic study of the Bible, and that we request the Board

[1] Young People's Commission, *Report*, 1913.

[2] Cf. *Golden Rule*, June 4, 1891; *Y.P.A.W.*, June 13, 1891; *Christian Endeavor World*, November 15, 1901; *Baptist Union*, January 12, 1902.

[3] *Report of the Commission on Young People's Work*, 1911.

of Managers to arrange such a course of study and provide suitable material for the same."[1] The study element, embracing a field considerably wider than study of the Bible, has been distinctive of the Union. Series of studies on "The Historical Books of the Old Testament," "Work with the Unsaved," "Dominant Religions," and "The Great Commission" ran through the paper in 1891. The "Week Night Symposium," consisting of four series, one study of each series once a month, began December 9, 1891, and comprised "Bible Study," "Church History and Polity," "Christian Work and Missionary Knowledge," and "Science and General Literature." At the convention of 1893, these studies were named the Christian Culture courses (after a course on "Christian Culture" given by Rev. J. H. Campbell of New York),[2] and four-year cycles were outlined. The Bible Reader's course, begun in the fall of 1892, planned to read the Bible, daily, systematically, and completely in the period. The Conquest Missionary course, also begun in 1892, set itself to cover the mission fields of the world with especial reference to Baptist missions. The Sacred Literature course, which had run from the beginning, included "Messianic Expectation," "Life of Christ," "Apostolic Age," and "Christian Ethics." Similar courses were prepared for the juniors in 1894 and thereafter, and four notable textbooks for an advanced course appeared later. These studies were freely acknowledged to be of superior merit, the *Epworth Herald*, for instance, saying: "The Baptist Union excels all other young people's societies in its plans for literary and biblical culture." The way had been prepared by the Chautauqua reading-courses and the American Institute of Sacred Literature, and outline studies had been made occasionally by progressive pastors for their young people, notably by Dr. Erastus Blakslee in 1888, whose courses grew into the Bible Study Union graded Sunday-school lessons. But no such comprehensive plan as that of the Baptist Union had been known up to that time. It exerted wide influence, similar courses being prepared by Presbyterians, United Brethren, Disciples, and others, and the *Golden Rule* fell in line with courses on "Good Citizenship" and "Missions"

[1] *Y.P.A.W.*, July 18, 1891.

[2] *Young People's Union*, February 6, 1892.

in 1894. In particular, the Conquest Missionary courses prepared the way for the great mission-study movement in the churches a decade later.

In time new arrangements were seen to be necessary. At a conference in 1907 between the Union and the missionary societies, it was agreed that the primary responsibility for missionary education lay with the latter, under whose direction mission-study classes should be organized, the Union co-operating to the fullest extent, and the monthly missionary meeting to be under joint direction. In consequence, the Baptist Young People's Forward Mission Movement was announced in 1907, and in 1908 this was merged into the Baptist Forward Movement for Missionary Education, thus co-ordinating all the missionary education in the church. The work of making a careful survey of the whole field of the denomination's educational activities fell to the Convention's Commission on Moral and Religious Education, appointed in 1911. One result of the work of the Young People's Commission is the hearty commendation of the Baptist Union courses to Baptist Endeavorers by the United Society of Christian Endeavor, for the the first time in 1913.

Regarding the Baptist Union as the expression of dissatisfaction with the limitations of earlier forms of organization, particularly the Christian Endeavor society, we note as elements of this criticism the following:

1. Its optional pledge and the explicit statements of many leading clergymen indicate a protest against having a pledge as a central feature in the organization. The brevity of the pledge suggested for those desiring one is also significant in view of the fact that about this time the long, "iron-clad" Christian Endeavor pledge is being introduced.

2. As a denominational organization, it is a criticism of an inherent limitation of the Endeavor movement. The Christian Endeavor Society had been on friendly terms with the Union, but it could not organize a denominational society or provide denominational instruction.

The instructional element of the Union, which is its distinctive contribution to the young people's movement, declares in effect

that a young people's society which is essentially a prayer-meeting organization is only partially meeting its obligations. The Christian Endeavor leaders had feared that the educational work would "destroy the spirituality of the young people's movement,"[1] that there was grave danger that it would give undue prominence to controversial sentiments, particularly in the case of doctrinal study. This attitude indicated a weakness in the Christian Endeavor organization, partly remediable, as its excellent courses since 1894 testify, and partly inherent, for it was necessarily limited by the convictions of the narrowest constituent denomination. On the other hand, the studies of the Baptist Union offered a much larger field for biblical and doctrinal work, and it gave opportunity for much more definite application in its missionary courses. If the Baptist courses sometimes left the student wondering what other denominations were doing, the Christian Endeavor society left him in doubt concerning what any denomination was seeking to accomplish. An attempt was made to meet this weakness by the offerings on "Christian Endeavor Day" to some specific denominational object, but this could hardly be said to be more than a makeshift.

3. The Baptist Union was a protest against the unwillingness of the Christian Endeavor society to federate with other young people's societies. The *Golden Rule* said that the Union's "platform is catholic and broad; as such we heartily approve it, and wish for its sincere advocates a full and glorious success."[2] But the Christian Endeavor society declined to stand on the same platform. According to one who had been an official of the Endeavor movement for ten years, "It stands committed to one form and name of organization and it makes the latter a prerequisite to entrance into its fellowship."[3] One wonders how Dr. Clark could say that federation is an accomplished fact[4] when the entire body of Methodist young people, not to speak of large numbers of Baptists,

[1] Quoted, *Baptist Union*, October 20, 1894.

[2] *Golden Rule*, June 4, 1891; *Y.P.A.W.*, June 13, 1891.

[3] W. T. Ellis, *The Independent*, August 15, 1901.

[4] Clark, *ibid.*, September 12, 1902.

Lutherans, Episcopalians, and many others, stand outside. The Baptist Union is, however, not only a protest; it is a prediction of the good day when Y.M.C.A., Y.W.C.A., King's Daughters, Brotherhood of St. Andrew, Epworth League, Luther League, Christian Endeavor society, and all the rest shall find some cause superior to personal pride, denominational interest, and pecuniary profit, a cause great enough to rally all in whom is the spirit of the Lord Jesus.

If one were suggesting the limitations of the Union, the following should probably be included:

1. A lack of pride in the organization on the part of the membership and the denomination as a whole. The management declared time and again that $10,000.00 a year would put it on a sound financial basis, but it was not forthcoming. One man in particular was allowed to use his business credit for the organization's debts for fifteen years.

2. An almost utter failure to respond to changing conditions. The character of the Christian Culture courses and the society's activities is in no essential respect different today from what it was fifteen years ago. Its ideal is limited by the prayer-meeting and the study courses. Community study, practical philanthropy, and social service have crept in rarely and surreptitiously.

These things are not fatal nor inherent in the movement, but they must be taken into consideration if continued usefulness and attractiveness are to be expected.

Nothing would be gained by going further into detail on this matter of denominational differentiation. It found expression in all large denominations in one form or another, and in many smaller ones. The United Presbyterians formed their Young People's Christian Union; the Evangelical Association, its Young People's Alliance; the Lutherans, their Luther League of America; the Universalists, their Young People's Christian Union; the English Wesleyans, their Wesley Guild. A strenuous effort was made to have the Presbyterian General Assembly adopt the Westminster League as its official society. This failed, owing to Christian Endeavor influences, which were apparently not strong enough to

warrant an attempt to have the Christian Endeavor made the official society.[1] Shortly afterward a Young People's Department was established in the Board of Home Missions. The Methodist New Connection of England adopted the Epworth League, but the following year they found that the London Sunday School Union had organized so many Christian Endeavor societies in their churches that they reversed their decision of the previous year and adopted the Christian Endeavor organization. The United Evangelical Church in America had formed a Keystone League, but later changed it to the Keystone League of Christian Endeavor. The United Brethren formed a Young People's Christian Union which later became the Young People's Christian Endeavor Union of the United Brethren Church.

These latter instances suggest that very much less than justice would be done the entire situation if mention were not made of the fact that to some denominations, and to many in every denomination, the criticisms implied in this denominational movement awakened no response, and in many cases were incomprehensible. Christian Endeavor became the official society for the following denominations, among others: Reformed Church in America, Quakers, Disciples, Congregationalists. To a greater or less extent, Christian Endeavor societies exist among some eighty denominations at the present day. The Christian Endeavor is in no sense an official federation of the denominations, inasmuch as, with rare exceptions, the trustees do not officially represent their churches, and in some instances have been out of harmony with the prevailing opinion of their communion, as is the case, for example, among Methodists. Nevertheless, all except the most sectarian must gladly recognize the profound service of the Christian Endeavor movement to our modern Christianity, in the assistance it has rendered in bringing the denominations into friendly association and co-operation.

[1] Breed, *Presbyterian and Reformed Review*, 1896, p. 648.

CHAPTER VII

THE PERIOD OF DIFFERENTIATION—*Continued*

A second line of differentiation has been on the basis of sex. This period was marked by the growth of organizations of young men or of young women alone. The rise of the brotherhoods is characteristic. There had been individual groups of men, more or less organized, in all churches for centuries; but the earliest of the modern general organizations was the Brotherhood of St. Andrew, formed in November, 1883, in St. James Protestant Episcopal Church, Chicago, from a young men's class. The name is derived from the gospel narrative of Andrew bringing Simon to Jesus, and the Brotherhood was fittingly organized on St. Andrew's Day. It had two rules: the Rule of Prayer and the Rule of Service. The former requires members to pray daily for the spread of Christ's Kingdom among young men and for God's blessing upon the labors of the Brotherhood. The latter demands that an earnest effort be made each week to bring at least one young man within the hearing of the gospel. Membership was limited to laymen, and it was required that the officers belong to the Episcopal church. In seeking young men, the members went everywhere, to hotels, hospitals, ships, prisons; they established reading-rooms, Sunday schools, missions. It was distinctly an evangelistic movement. The growth has been sustained from the start. In 1886, 35 gilds united to form the Brotherhood of St. Andrew in the Protestant Episcopal Church of the United States. In 1890, there were 433 active chapters, and in 1910 about 1,000 chapters in the United States. There are also national councils in Canada, England, Australia, and Japan. The junior chapters receive boys from twelve years of age upward, and are also organized on the basis of the two rules.

The Brotherhood of Andrew and Philip represents the appropriation of the Brotherhood of St. Andrew by the non-Episcopal churches, the name combining the story of Andrew seeking Simon

and Philip seeking Nathanael. It is interesting that Dr. Stephen H. Tyng once spoke of the need of an "Andrew and Philip Society."[1] It was organized in the Second Reformed Church of Reading, Pennsylvania, in May, 1888, on the basis of the two rules of the Brotherhood of St. Andrew. In 1895, there were chapters in the Reformed church, the Presbyterian churches North and South, the United Presbyterian church, the Canadian Presbyterian church, the Congregational, Methodist Protestant, Methodist Episcopal, Baptist, English Lutheran, and United Brethren churches. Today there are about 1,000 enrolled chapters in the United States, Canada, Japan, Australia, and India, and 23 denominations are represented. There are many chapters not enrolled.

The growth of the denominational organizations of men may be seen from the fact that a conference of representatives of ten such organizations of brotherhoods met in Chicago in 1908 to discuss common problems. They varied widely in organization and aims, the Methodist Brotherhood representing the most comprehensive but not therefore the most efficient plans, and the two mentioned above standing for the simplest and most direct scheme of organization. They have sought the evangelization of the world through personal effort, the relief of distress, the institution of personal and social justice, and the organization of society for the realization of the Kingdom of God.

Closely related to the brotherhoods are the men's organized Sunday-school classes.[2] As a significant force, these are distinctly modern. The first Baraca class was organized at Syracuse, New York, in 1890, and rapidly spread. Large organized classes of young men have arisen everywhere, Rochester, New York, having some especially important classes. The movement for the federation of these classes began in Chicago in 1899. In 1903, they were granted participation in the Cook County Sunday School Association; in 1905, the International Sunday School Association gave them formal recognition, and in 1906 issued a special series of lessons, "The Ethical Teachings of Jesus." In 1909, 9,000 such classes were enrolled; in 1911, 18,250; and in March, 1913, there were

[1] *Y.P.A.W.*, March 21, 1891.

[2] Cope, *Evolution of the Modern Sunday School*, 1911.

35,815 (including a number of mixed classes). They are most numerous in Pennsylvania (6,021), Ohio (4,479), Illinois (4,094), Indiana (2,089), Iowa (2,064), Ontario (1,363), New York (1,334), Alabama (1,070), Missouri (1,047), Texas (1,035), and Kentucky (1,030). Among 33 denominations represented, the Methodist Episcopal church has 7,970 classes; the Christian, 7,821; the Presbyterian, 3,175; the United Brethren, 2,446; the Northern Baptist, 2,430; the Methodist Episcopal South, 2,104; the Canadian Methodist, 1,085.[1] These are not merely Bible classes in the strict sense, but accept responsibility for all matters pertaining to the development of the religious life.

The Laymen's Missionary Movement and the Men and Religion Forward Movement, with their presentation of "a man's job" by men of rare manliness and statesmanship, have educated, unified, and directed these great men's organizations along lines of conspicuous service.

Alongside the men's organizations, the women's societies have been doing equally important work. The rapid increase of the Y.W.C.A. and of deaconesses has been noted; young women's classes are very common; the story of the women's clubs deserves a chapter to itself, but in this place we shall merely make brief mention of two organizations. The Daughters of the King, organized 1885, in New York, is a sister-organization to the Brotherhood of St. Andrew, following its rules of prayer and service. It is an Episcopal society and has found large favor in that communion. The question it raises is, Why has it not been imitated in other churches as the Brotherhood of St. Andrew has been? The answer is to be found partly in the fact that women are much more regular in church attendance than men; partly in the essentially religious character of other women's organizations which have no masculine counterparts; and partly in the wide extension and useful service of the woman's club.

The King's Daughters is not only a different organization, but an entirely different type of organization from that just mentioned. In 1885 Dr. E. E. Hale sent to a woman in New York, upon request, an outline constitution for a sisterhood on the lines

[1] International Sunday School Association, *Twenty-first Quarterly Statement.*

of "Ten Times One Is Ten." In 1886, ten women adopted the four mottoes and a trinitarian confession of faith (never enforced and later recanted), and took the name of the "King's Daughters." They aimed to emphasize, in this order, the heart, the home, the church, the world. State and national organizations were provided, but a minimum of organization was suggested. A little later the society was open to men and boys, and the name became the "International Order of the King's Daughters and Sons," but men have always been in the minority in the organization. The large membership is distributed over every continent except Africa. One pastor is reported to have organized his entire constituency into circles of the Order. Its organ, the *Silver Cross*, abounds in instances of human love and sacrificial service. The great contribution of the Order has been its education of church and community everywhere in the principles of social service, through the advocacy and exemplification of the Wadsworth mottoes.

Let us note what these various developments signify as criticisms of current standards and as expressions of different ideals.

1. There is a protest against the adequacy of sex co-operation as a sole method of action. The young people's society embodied a principle of profound importance when it set young men and young women working together. But it was only a half-truth, and the complementary principle was equally true, that provision must be made whereby young men and young women should each have their own form of activity, and, if need be, a separate organization.

2. There is a protest against the ideal of the Sunday school as a place for children alone and for religious instruction alone. In its place there is set an institution which includes all ages and stands for a religious education which includes worship, instruction, organization, fraternity, philanthropy, and recreation.

3. There is a protest against any conception of religion which does not include all-round helpfulness, and in particular service to needy persons and institutions in one's own community.

4. The Brotherhoods of St. Andrew and of Andrew and Philip were a protest, on the one side, against the failure of a church to grow by conquest from without as well as by birth, and, on the

other side, against a high-pressure, wholesale evangelism in the hands of specialists. These men believed that the gospel was the power of God unto salvation if it really got a chance, and they proposed to give it that chance. They believed also that the ordinary methods of evangelistic effort were highly specialized, and that the ordinary man was guided by a wise instinct when he felt unwilling to undertake the precipitation of a soul crisis. They believed, further, that those methods involved serious dangers if indiscriminately applied. But they were sure that the ordinary man had a grave responsibility for the souls of other men, which it was his duty and privilege to accept. The rule of prayer assured spiritual preparation; the rule of service indicated a natural method of approach. Thus from a church making much of ecclesiastical orders has come this marvelous impulse to lay evangelism.

The missionary movement.—A third main line of differentiation is found in the modern missionary movement. It goes back for its beginnings to 1880, when the college Y.M.C.A. established a missionary department. In this year, the American Interseminary Missionary Alliance, composed of theological students, held its first convention. In 1883, the Princeton Foreign Mission Society was organized, with Wilder and Forman as leaders. The movement really took form in 1886, when Mr. Moody, at the suggestion of L. D. Wishard, invited the college men to Northfield during the summer for four weeks of Bible study. Two hundred and fifty-one men came. A group of 21 met daily for prayer that there might be a hundred volunteers for the foreign field. During the third week the "meeting of the Ten Nations" was held, at which missionary addresses were given by sons of missionaries in Persia, India, and China, and by natives of Armenia, Japan, Siam, Germany, Denmark, Norway, and by a North American Indian. On the last day of the conference, the hundredth man came to the daily missionary prayer-meeting and signed the Volunteer pledge: "I am willing and desirous, God willing, to become a foreign missionary." Thus was born the Student Volunteer Movement.

Prior to this time, few missionary meetings were held in any college in America; missionary libraries were virtually non-existent, missionary contributions almost unknown, and mission-study classes

nearly "unthinkable." In England a group of seven Cambridge men had been visiting the colleges seeking recruits for the foreign field. This idea was at once adopted by the American movement. Together or separately, Forman and Wilder visited during the next year 167 institutions of learning, and 2,200 volunteers, men and women, enrolled. There was no systematic visitation in 1887–88, but through the work of older volunteers 600 names were added. The canvass was taken up the following year with large success.

In 1888, the movement was organized with an executive committee of three: John R. Mott, chairman, representing the Y.M.C.A.; Miss Nettie Dunn, the Y.W.C.A.; and Robert P. Wilder, the Interseminary Alliance. An advisory committee, appointed by the denominational missionary boards, determined questions of policy. The executive committee had general supervision. Traveling, editorial, and corresponding secretaries were to carry out the functions suggested in their names. In each institution, the Volunteers formed the Volunteer Band, which frequently constituted the missionary committee of the college Association.

> The fourfold purpose of this organization is, (1) To awaken and maintain among all Christian students of the United States and Canada, intelligent and active interest in foreign missions; (2) to enrol a sufficient number of properly qualified Student Volunteers to meet the successive demands of the various missionary boards; (3) to help all such intending missionaries to prepare for their lifework, and to enlist their co-operation in developing the missionary life of the home church; (4) to lay an equal burden of responsibility on all students who are to remain as ministers and lay workers at home, that they may actively promote the missionary enterprise by their intelligent advocacy, by their gifts and by their prayers. The Volunteer Movement is in no sense a missionary board.[1]

It is rather a recruiting agency for all the Boards.

The watchword of the movement, "The Evangelization of the World in This Generation," means "to give all men an adequate opportunity to know Jesus Christ as Savior and to become his real disciples."[2]

[1] Report of Executive Committee, 1891.

[2] Mott, *Evangelization of the World in This Generation.*

Not to detail the history of the Movement, we ask briefly: What has it accomplished?

Up to the end of 1912, 5,569 volunteers had sailed for the foreign field from America, and 1,696 from the United Kingdom. More volunteers were ready and acceptable than could be sent.

It issued the first series of textbooks for mission-study classes, and has established mission classes whose enrolment has grown from 1,400 in 1895 to 36,580 in 1912.

It has held quadrennial conventions, which have been notable from every point of view.

It has held annual summer conferences for students which have gone far to Christianize our colleges.

It has employed traveling secretaries who have brought directly to the colleges the spirit of the missionary enterprise.

It has increased the gifts of students and faculties from virtually nothing to $131,761.59, as reported in 1910.

It prepared the way for the foreign mission work of the International Committee of the Y.M.C.A.

It has profoundly influenced the life of the churches of America. To these last two points we must devote a little more attention.

The foreign work of the International Committee of the Y.M.C.A. is perhaps the most important, certainly the most statesmanlike, aspect of all Christian work in non-Christian countries. It began in 1889 with an appeal to the Committee, on the part of missionaries, for secretaries for these countries. The policy of the Committee involves the selection of sixty of the most strategic centers in the entire non-Christian world, establishing in them dignified and suitable buildings, and assigning to them the ablest secretaries obtainable. It is an attempt to pre-empt the city and the university for Christ, and already its work is notable. In 1911, the Committee had 105 secretaries on the foreign field.

One of the direct results of the Student Volunteer Movement was the Young People's Missionary Movement, an attempt to do for the young people of the churches what the student movement had done for the colleges. The Baptists led in the systematic study of missions by several years. The first issue of the *Young People at Work* (December, 1890) contained a department called

"The Mission Field," which in 1891 was divided into "Home" and "Foreign Work." The first to sound a decisive missionary note for young people's societies was Dr. L. C. Barnes, who (March 21, 1891) said:

> Let the dominant purpose [of the B.Y.P.U.A.] be not self-culture but world-saving. Let the central aim be not to refine and stimulate our own spirits a little more highly and have a religious good time together, but to find out the moral needs [of the world] and to drill ourselves in training to supply those needs. The young men of our churches are lamentably without systematic culture in the large, heroic purposes which hold the future of American society and of the world.[1]

It was fitting that the man who had this splendid vision and knowledge of young people should write *Two Thousand Years of Missions before Carey* (1900), a missionary textbook which set a standard that has rarely been reached since. In January, 1892, the *Young People's Union*, the organ of the B.Y.P.U.A., began to print material for a monthly missionary meeting, which was assigned by the topic card to the last Sunday of each month. In 1894, the four years' schedule was announced, including not merely a monthly meeting but a study class, and covering the work of the northern, southern, and Canadian Baptist missions. In this same year, the American Baptist Missionary Union organized a Young People's Department with a secretary, whose duty it was "First, to secure in every young people's society a good live missionary committee, all at work with a definite purpose. Second, to secure systematic, proportionate, and worshipful giving, according to the biblical plan, 'Upon the first day of the week.' " This secretary discovered that most societies had no missionary committee; that about one society in ten had a plan of study and a monthly missionary meeting, thanks to the Conquest Missionary course; but that the giving of the majority was done "in a careless and indifferent way."[2]

The Presidential address at the Christian Endeavor convention of 1893 emphasized systematic and proportionate giving. On October 18, 1894, the *Golden Rule* began to publish a series of missionary studies and urged the formation of Golden Rule Mission Clubs, which should be regularly organized and should take examinations, for which a fee of fifty cents was charged.

[1] *Y.P.A.W.*, March 21, 1891. [2] *Baptist Union*, June 15, 1895.

In 1897, according to the *Epworth Herald*,[1] there were in the Epworth League no constitutional provisions for missionary agitation and no mission-study courses; practically no textbooks were available, and the Student Missionary Campaign was unknown. A quarterly missionary topic was the extent of its interest. The Methodist text was that of Bishop Foss, *From the Himalayas to the Equator* (1899).

The items already mentioned indicate the indirect influence of the Student Volunteer Movement upon the churches. Now begins its direct work. In October, 1893, the Chicago Christian Endeavor Union invited all Student Volunteers in the city and vicinity to an informal social meeting held by the Christian Endeavor Missionary Institute, which had come into being in consequence of the action of the Chicago Union in assuming the support of a Christian Endeavor secretary in India in 1891. As a result of this meeting of the Volunteers, a speakers' bureau was organized, and any church desiring an address on a foreign mission theme was supplied by some Volunteer.[2] Other large cities had similar bureaus.

In the academic year 1898–99, a band of five Yale men traveled among young people's societies. Meetings to the number of 884 were addressed; 364 missionary conferences were held with the representatives of 2,000 societies; 241 missionary committees were organized; 579 collections of missionary books were sold; 392 societies were led to start mission-study classes; 518 societies adopted the plan of systematic giving; and 757 promised to use the missionary prayer cycle. They found many missionary committees but few study classes. At the summer conferences of 1899, this "Student Missionary Campaign" received large attention. It was officially recognized at once by many of the largest denominations, and all took up the idea with enthusiasm. In the summer of 1900 and succeeding summer vacations, many students gave several weeks to this work; and, during the academic year, hundreds visited, in small groups, the churches surrounding the various institutions of learning. In the large cities all the young people's societies united in these conferences, great enthusiasm was generated, and many classes were formed.[3]

[1] *Epworth Herald*, XIV, 614 (1903).

[2] *Baptist Union*, April 4, 1896.

[3] Dutton, *Baptist Union*, XII, 692.

Greater perhaps than the immediate effect upon the churches was the reflex influence of this work upon the schools. Mission-study and Bible-study classes multiplied.[1] In the wake of the Student Mission Bands came the organization of Evangelistic Bands, groups of young men, touched with divine fire, who went out to spend the week-end with near-by churches, seeking immediate decisions for the Christian life. In the case of at least one university (McMaster), two such bands spent the summer of 1904 visiting churches, receiving no remuneration beyond expenses.[2]

The Missionary Movement was in great need of textbooks, the Baptists being virtually the only denomination with an adequate course of study. Further, there was need of united action and of wise guidance. Consequently, as the result of a meeting of the leaders of missionary work in the churches, held in New York in December, 1901, the first conference of the Young People's Missionary Movement was held at Silver Bay, New York, July, 1902. Those in charge included Wishard, Beach, and Speer. Reports of the work done by Baptist, Methodist, Presbyterian, Reformed, and other churches were discussed, mission- and Bible-study classes were held, and denominational gatherings were arranged. Inasmuch as these latter were led by persons in each denomination officially charged with the missionary propaganda, their resolutions were widely influential. The scope of the movement was defined as the preparation of leaders for mission-study classes by summer conferences, institutes, etc., and the preparation of literature (books, helps, charts, libraries, curios, etc.). In distinction from the Student Volunteer Movement, this plan embraced both home and foreign missions. In 1903, two conferences were held; in 1904, a third was added; and, in 1906, four were held, including one at Whitby, Ontario. In some places, for instance Chicago, interdenominational Young People's Missionary Institutes were held for several days in the early fall, which mediated the enthusiasm of the conferences to leaders in the local societies. Over 10,000 persons attended the summer conferences in the first decade.[3]

[1] Statistical Tables, *World's Student Christian Federation*, 1913.

[2] *Baptist Union*, May 7, 1904.

[3] *Epworth Herald*, XVIII (1907), 14.

The movement prepared a series of textbooks which have been extensively used and have proved of great value, each denomination (47 in number in 1912[1]) issuing supplemental material touching its work in the field under consideration. The work of the movement has extended in one direction to the Sunday school and in the other to adults. The woman's interdenominational missionary movement has published a noteworthy series of texts, and study classes have prospered. Among men, the Laymen's Missionary Movement is an outgrowth, and this merged into the Men and Religion Forward Movement, which has performed service of profound value.

Looking at it in the large, whether from the standpoint of its influence upon non-Christian nations in every aspect of their lives, religious, social, industrial, educational, political, or from the point of view of its profound effects upon the Christian churches and the nations in which they predominate, it seems probable that the missionary enterprise of the nineteenth century is the most important movement of Christianity since the days of Paul. The Reformation was the unshackling of the free spirit of the gospel; the Wesleyan and other revivals gave it voice and enthusiasm; the missionary enterprise, including in that term not only the movements under immediate ecclesiastical control but all movements looking to the increase of brotherliness and the spread of a reverence for personality, is the direction of its energy into its proper channel. This is the main stream not only of Christianity but of history; all other streams are tributary.

In this onsweeping current of the nineteenth century, the young people's movement constitutes a large element. For the most part, looking at it not from the standpoint of the individual but of history, it has been essentially preparatory. The temperance movement was and is largely negative in character, whether it has sought the abolition of the saloon or the training of children to fear and hate strong drink. Philanthropy, gracious as it is, ought to be temporary, for it implies inequality of possessions and privileges—a condition which has no real place in a democracy. It is already regarded as primitive, to be superseded by a more just organization

[1] *Ibid*, XXIII (1912), 835.

of society, in which the gold of brotherly kindness will be separated from the dross of condescension. Education and organization, as represented by Sunday school, public school, and university, by Y.M.C.A. and Y.W.C.A., by the Christian Endeavor and kindred societies, must necessarily be education for some purpose and organization to some end. Otherwise we have machinery without product, motion without progress. If we ask, For what are these things preparatory? the answer is, For the positive, constructive task of Christianizing the world. The winning of individuals to the religious life and the home and foreign missionary enterprises are part of it, but these by no means exhaust it. It involves the Christianizing of industry and commerce; of municipal, state, national, and international politics; of all the relations in which men stand toward other men, either as individuals or as groups; in a word, it means the Christianizing of the entire social order. If self-sacrifice and leadership be granted to the young people's movement, so that it shall cease to live to itself, shall cease to ask whether it is to live or die, but only seek a place in this great task of the world's redemption, it will live and accomplish that whereto God has sent it. It has "come to the kingdom for such a time as this." The bringing into clear consciousness of what we so dimly see but so powerfully feel is the supreme business of the present century.

CHAPTER VIII

PROBLEMS AND PRINCIPLES

An attempt to evaluate current organizations of young people raises at once the question of standards, a question which can be answered only by discussing briefly the psychology of adolescence. The physiological facts are of first importance. Early adolescence shows a remarkable increase in height and weight, fourteen or fifteen years being the age of most rapid growth. There is "a gradual and probably irregular tapering off of growth in height at about eighteen or nineteen, and, to a degree, of weight a few years later." The proportions of bodily parts and organs change almost constantly. The heart increases in a year or two at the beginning of adolescence almost to the size of that of an adult, and there is at first no corresponding increase in the arteries; its beat is accelerated and becomes stronger; these result in increased blood-pressure. "There are more red corpuscles in the blood, the lung capacity is increased, and there is more carbonic acid in the breath—all of which shows that rapid transformations are going on in the organism."[1] The brain reaches the limit of its growth in weight at the age of twelve or thirteen; then brain organization and unification, through the growth of the fibers of the middle layer of the cerebral cortex, become the important factors. Especially from the age of eighteen on, these tangential fibers develop rapidly, as anatomical researches indicate, so that the brain of a man of thirty-eight has about twice as many as that of a youth of eighteen. The growth of these fibers constitutes the physiological basis for the functioning of Flechsig's "association areas," Hughlings-Jackson's, "highest level," and "unifies the whole nervous system. . . . . The highest level is the anatomical basis of mind."[2] This is the period also of the rapid development and of the functioning of the organs of sex. Growth and development do not go on continuously and hence the danger

[1] Starbuck, *Psychology of Religion*, p. 307.

[2] See Donaldson, *Growth of the Brain.*

to more sensitive people of being "thrown out of gear" temporarily or permanently.[1]

These physiological changes have psychological correlatives of far-reaching significance. "It is a well-established fact, as is shown from the study of the brains of children, idiots, adults, and animals, that the character of the psychic life is conditioned by the quality of nervous tissue."[2] The new experiences connected with augmented blood-pressure and brain organization are characterized by enhanced mental activity, sometimes resolving itself into keen intellectual enjoyment, frequently into doubt and questioning. After a careful study of many cases, Starbuck says: "Not only is the rational power a vigorous tool for the criticism of religious ideals, but frequently . . . . the interest in it seems to approach a kind of aesthetic of logic." One woman remarks of her experiences at this period, "It was the cold philosophy of his [Swedenborg's] teaching that satisfied my mental needs." Another says, "Cared more about my doubts than the solution of them." Still another, "For a year or more after fourteen, the whole matter of religion seemed eclipsed by the desire for intellectual growth."[3] It is not a little interesting to note that many philosophers struck out the ground plans of their systems during adolescence.

Adolescent questioning is clearly reflected in the doubts that so often arise. Fifty-three per cent of the women and 79 per cent of the men studied by Starbuck, and three-fourths of the cases considered by Burnham,[4] went through a period of doubt. The two important causes, according to the former's tables, were educational influences and natural growth, in inverse ratios for men and women. Doubt not seldom finds its outcome in a sense of being outside the conventional mold, accompanied by a philosophical reconstruction. "Alienation seems often to be due to the physiological necessity of gaining relaxation" and is an attempt "to preserve in one way or another the wholeness of the individual life."[5] This alienation, when it occurs, usually comes in later adolescence.

[1] Evidence summarized in Hall, *Adolescence.*

[2] Starbuck, *op. cit.*, p. 149; Stratton, *Experimental Psychology and Culture,* chap. iv.

[3] Starbuck, *op. cit.*, p. 271.

[4] Burnham, *Pedagogical Seminary*, I, 182.

[5] Starbuck, *op. cit.*, pp. 247 ff.

A high degree of emotional intensity is characteristic of adolescence. The new appeal of Nature probably comes under this category. There is frequently an enlarged susceptibility to the aesthetic. Starbuck recites such cases as the following:

> From twenty-four to twenty-nine, I did not believe in religion at all. I wept over the pathetic in literature; had strong emotions on hearing the *Messiah*, or Easter music at a great church. . . . .
>
> My enjoyment [from fifteen to twenty-two] was largely sensuous; flowers, perfumes, music, deep, soft colors awakened more emotion than any thought of the holiness of God. . . . .
>
> Chopin's "Funeral March" seems to grow into me. . . . .

The "storm and stress" period through which nearly two-thirds of all young people pass is a striking illustration of the emotional tension of early and middle adolescence. It is characterized by a sense of incompleteness and imperfection; by a sense of sin frequently connected with matters of sex;[1] by fear of punishment; by brooding, depression, and morbid introspection, and by friction with surroundings. These have in part a physiological explanation, such as high blood-pressure, unequal growth of various organs, the new sex function, the keenness of the senses; in part, their explanation is psychical, as due to the confusion wrought by the flooding in of new experiences and the attempt to organize one's universe; in part, they are due to actual wrong-doing. Taken altogether, they produce an emotional tension of a high degree.

The emergence of the sex function with its correlated instincts is probably the most important single fact of adolescence. Its biological significance is that the youth begins to live the race life. The universality of initiation ceremonies among primitive peoples, inducting the adolescent into the full life of the tribe, indicates a common understanding of this fact.[2] Hereditary traits and diseases (e.g., insanity) crop out in these years.

The social results of sex are of unparalleled importance. The first effect of sex consciousness is that of separation of the sexes, and thus we have in early adolescence the "gang."[3] This gives

[1] Brockman, *Pedagogical Seminary*, IX, 255; Hoben, *The Minister and the Boy*, p. 137.

[2] Daniels, *American Journal of Psychology*, VI, 1.

[3] Hall, *op. cit.*, Vol. II, chap. xv; Hoben, *op. cit.*, pp. 22 f.; Forbush, *The Boy Problem.*

way in middle adolescence to renewed interest of boys and girls in each other. Later adolescence is the mating time.

The directly socializing power of the sex instinct on the male has been thus stated:

> His bluff, self-centered impulses are now softened and restrained by desire to win affection and admiration, and by anxious care for the comfort and happiness of the one he loves. No other influence is comparable to this maturing, instinctive disposition for the development of attitudes of sympathy, co-operation, and sociability. For the first time in his experience there is a compelling inner motive urging regard for another to the point of complete self-devotion.[1]

The vocational impulse, so strong in this period and so great in socializing power, has as one of its chief roots the earning of an income on which to marry. "On the whole," Mercier declares, "the sexual emotion includes as an integral, fundamental, and preponderating element in its constitution the desire for self-sacrifice";[2] and Geddes and Thompson, from the biological standpoint, say that the "primitive hunger and love become the starting-points of divergent lines of egoistic and altruistic emotion and activity."[3]

The "irradiations of the reproductive instincts" have important results for society and for religion. "Sensitiveness to the opinion of others springs directly from the impulse underlying courtship between the sexes, and this sensitivity is the basis and safeguard of social relations."[4] Professor Ames summarizes the evidence for the conclusion that this regard for the opinion of others is found among animals, as is shown not only by the gay plumage and courtship antics and cries of the male, but equally by the coyness of the female; that among primitive peoples it is found both as a craving for favorable attention and as the anguish inflicted by adverse criticism; that among adolescents it is manifested as self-consciousness, vanity, affectation, and the inclination to show off; that among adults "it remains vivid and excessive"; and he quotes Professor Thomas with approval: "Our susceptibility to the opinion of others and our dependence on their good will are genetically

[1] Ames, *Psychology of Religious Experience*, p. 222.

[2] Mercier, *Sanity and Insanity*, p. 220.

[3] *Evolution of Sex*, chap. xiii.

[4] Ames, *op. cit.*, p. 227.

referable to sexual life." It is this which produces conformity to the conventions, duties, and ideals of society, and makes it possible and desirable for people to live together.

The close relation of personal religion to the sex life is indicated by at least three things. The Christian virtues are substantially those produced by "the irradiation of the sex instincts," as noted in preceding paragraphs. Further, adolescence is the normal time for the rise of personal religion. The years in which religious awakenings, both of the conversion and spontaneous types, most frequently occur center about the age of sixteen; and if it has not occurred before the age of twenty, it is relatively improbable that it will ever take place.[1] At twelve, with the beginning of puberty, there is great impressionability and responsiveness to social suggestion. At sixteen the physical and psychical ferment of adolescence is at its height; and at nineteen mental maturity and more reasoned decisions are characteristic. The fact that in the liturgical churches this is the period of confirmation reveals a wisdom born of centuries of experience. Not all people, however, enter into the religious experience, partly because of a lack of sympathetic environment and training, and partly because the individual does not find in the religious groups of his community that which appeals to him.

The third point of contact of Christianity with the sex impulse is shown in the fact that "the phraseology in Christian churches is that of the family. The Church is the bride of Christ. The members are children of God; brothers and sisters to each other. They are born into this spiritual family, having been conceived by the Holy Spirit. Love is the pervading bond in all these relations." And not only is the phraseology significant, but "the emotional attitudes aroused by the services of the churches are the tender, melting moods in which the will acquiesces in the appeal for love and comradeship."[2]

On the basis of these facts we turn to discuss some common problems of young people's societies in the churches. First we shall consider the function of such an organization.

[1] Starbuck, *op. cit.*, chaps. xii and xvi; Coe, *The Spiritual Life.*

[2] Ames, *op. cit.*, p. 228; Thomas, *Sex and Society*, pp. 115 ff.

An analysis of the activities of an ordinary Christian Endeavor society shows that they may be arranged somewhat in the following order: (1) worship, as provided for in the weekly prayer-meeting, and constituting the nucleus of everything else; (2) responsibility, represented by office-holding, committee work, leading meetings, etc.; (3) friendship and recreation, the society or its inner circle being usually a group of rather intimate friends, sometimes forming a clique, but commonly ready to welcome any who are willing to accept a measure of responsibility, and able to make some contribution to the good-fellowship; (4) social service, consisting rarely in some constant form of helpfulness, but usually limited to particular occasions, such as Christmas, or to special needs; (5) instruction by study classes in missions or Bible, or by occasional lectures.

When we turn to the organized class of the Sunday school, we find these same five elements, but with a quite different emphasis. The primary factor is instruction, not teaching in the strict sense, but preaching, and the most vital preaching in many instances that is being done today; for the teacher knows his class individually and intimately, and brings a message needed by that particular group. The second element is friendship, including recreation, but the former receives the emphasis. As a rule these classes grow up around some person, usually the teacher, who "carries on his heart" all the members, visits them in home or boarding-house, invites them to his home, secures them employment if need be, writes them when they are away, and so on. This attitude is reflected in the leading members of the class. "Excessive cordiality" was one visitor's comment; but in the cities "excessive cordiality" without ulterior motive is rare. The social events and picnics are jolly good times, but are not so important. At the close of each class hour the members stand around and talk for a time and the stranger is likely to be singled out for especial attention. Responsibility is placed upon the membership, each class having officers and the most varied committees, one having even a photographer and an electrician who magnify their offices. Worship and philanthropy enter in, but they are relatively subordinate. Each class usually has its own "opening exercises,"

and the writer knows two Chicago classes which maintain a monthly prayer-meeting; but this is unusual. It is evident that here is "the young people's society in a new form, unhampered by stereotyped methods, lack of local leadership, fixed conditions of membership, and conventional types of religious expression."

After this analysis it is instructive to note what ministers regard as the purpose of their young people's societies. To the question, What do you conceive to be the function of a young people's society? fifty-five Chicago pastors, of all the leading communions, gave such answers as the following:

To bring souls to Christ and teach them how to serve him.

To promote the cause of Jesus Christ in the organized form of the church.

To promote the religious development of young people by providing opportunities for appropriate religious expression.

To build the young people of a church into strong Christian character. This includes the development of intelligence, affection, loyalty, and purpose. Such character must express itself in the legitimate activities of the church.

Through social life to lead into the spiritual, means to an end.

To promote an earnest Christian life among our members, to increase their mutual acquaintance, and to make them more useful in the service of God.

To meet young people as young and not mature persons, and to be helpful along broad, tolerant, sincere lines, responsive to their needs, body, mind, and soul.

In attempting to answer this question of function constructively, several problems must be discussed.

First, which is of primary importance, the members, the society, or some other organization, such as the church or denomination? In other words, does the society exist for the young people, or do the young people exist for the society? Exceptions aside, it is safe to say that the latter is the common attitude. The very mottoes indicate this: the Christian Endeavor motto, "For Christ and the [local] church"; the Baptist Union, "Loyalty to Christ in all things at all times," which means the Baptist interpretation of Christ; the Epworth League, "We live to make our own church [denomination] a power in the land, while we live to love every church that exalts our Christ." To be sure, these societies have benefited multitudes of people, but the primary question is, Is any institution of superior value to personality? or, otherwise

stated, Has any institution the right to set itself above the people who compose it and for whose sake it supposedly exists? This is the point of the Sabbath controversy between Jesus and the Pharisees; this is the battle that is being fought out in industry today; the public-school system is meeting criticism at this very angle. That persons are of more worth than any institution should require no argument where a Christian organization is concerned. The ability and the willingness to render service to persons is the test of the sacredness and of the right to live of any institution. When the institution takes, even unconsciously, the opposite view, it has ceased in so far to be either Christian or democratic.

A second question asks: Are the young people of the church a field to be cultivated or a force to be directed? Practically everyone, theoretically at least, would say, Both. Let us separate here the two elements of instruction and activity. With reference to the former, it has usually been assumed that a given amount of biblical and missionary information meets all requirements, and the fallacy of those public schools in which courses of instruction are of more importance than children has been adopted. The only justifiable starting-point, however, in framing courses of study or suggesting lines of activity, is the person himself, and the question to be asked is not, How can we teach this portion of the Bible or this missionary material? but rather, What are the needs and problems of this particular group of young people and of the individuals who make up the group? To answer this, a careful study of the psychology of adolescence, of the group under consideration, and of the local conditions must precede an adequate or scientific reply. The organized class has laid hold of this principle, and this is one reason for its pronounced success.

On the side of "expressional activity," the same conception of a "field to be cultivated" is dominant. Young people who lead a meeting, or take part in the service, or engage in philanthropic work are "training for service," or are "preparing for future leadership." In other words, the real tasks of the church are being performed by deacons, elders, and such persons, but young people up to, say, thirty, are engaging in a sort of play by which they will

be fitted for genuine work later on. That worthy and appropriate tasks develop the doer, and prepare him for larger things later, no one questions; but this is true, not only of young people of college years, but also of the aged saint ready to be translated to "nobler service above." Apart from exceptions, the only churches and pastors who have regarded the young people as fit for a great task here and now are those that make much of evangelistic effort. The watchword, "Young people for young people," has this as its primary significance. Under present conditions, it cannot be too often or too strongly emphasized that Spencer's definition of education as "preparation for complete living" contains a fundamental fallacy. For the person being educated, the processes essential to a complete and appropriate education constitute complete living. Tolstoi protested against "the snares of preparation which we spread for the feet of the young," and leaders of young people's work should lay this protest to heart. The minister who can find an attractive and appropriate task for his young people may dismiss from the remote corners of his mind the words "development" and "training"; these will inevitably follow.

It is pertinent to ask if these two aspects of young people's work might not be co-ordinated. An ideal connection would be to have instruction grow out of activity and in turn modify activity. The psychological basis of this position is in brief as follows: Activity is prior to both thought and feeling. Out of initial impulsive movements, pleasurable sensations, control, and knowledge of the world arise. All through life our emotional reactions to other persons, as fundamentally friendly or hostile, for instance, depend upon instinctive or impulsive physical reactions to them, which arouse appropriate emotions. Thought also has this basis of activity, and only arises when there is conflict between impulsive, instinctive, or habitual tendencies to action. Hence the "problem situation," arising from actual or projected activity, constitutes the psychological basis for instruction, the instruction consisting in an attempt to solve the problem.[1] If, now, the problems arising

[1] James, *Psychology*, Vol. II, chap. xxv; Dewey, *How We Think;* Ames, *op. cit.*, chaps. xv–xviii.

from philanthropic work, for example, problems of housing, disease, delinquency, and so on, could be made the basis, at least in part, of the instructional work, this latter in turn influencing the former; and if both instruction and activity could be so directed as to influence public meetings and private devotions to some extent; and if, as would almost surely happen, friendship might be founded, not simply on congeniality, but on devotion to a common task as well, then we should be achieving a co-ordinated scheme for the religious education of youth.

A third of our present-day problems concerns the type of religion emphasized by the young people's society. In 1900, President Hyde of Bowdoin said:

> Of late, chiefly through the influence of societies made up mainly of young people, we have come to place a premium on emotional experience and the ability to take part in meeting. Our young people have come to identify these things with Christianity. . . . . There are a great many men—merchants, bankers, lawyers, manufacturers, mechanics—who will join heartily in dignified public worship, and will give time, money, and strength to whatever works of righteousness the Church may reasonably lay upon them, who simply cannot and will not wear their hearts upon their sleeve, or give expression to their inmost personal experience in a social meeting. By making such social expression of personal religious experience practically synonymous with the religious life you are excluding this type of men from the fellowship of the spiritual life. . . . . It is a relatively small proportion of young men who are gifted in this line and who find the exercise of these gifts natural and enjoyable. . . . . Each member must be given a specific work to do. It must be something more concrete and definite and difficult than talking.[1]

Dr. Hyde is not making any criticism of the prayer-meeting nor of an emotional type of religion; he expressly welcomes both. His contention is that this is not the sole form of religious experience and expression, and he demands that other forms of expression be recognized as equally valid and valuable as talking in prayer-meeting. The young people's society of the future must be broad enough in its conception of personal religion and varied enough in its forms of activity and opportunities of service to allow room for all religious persons.

[1] *The Outlook*, LXVI, 889; see also *ibid.*, LXVII, 122.

Another problem is that of sex co-operation and sex separation. In the Roman and Anglican churches, the young people's gilds are usually made up of young men or young women alone, unless the parish is too small to support the separate organizations. The organized class is largely following in the same direction. All these forms of organization, however, plan for more or less regular occasions when both sexes can be brought together.

A review of the societies we have been discussing suggests that the female society, when it is not a temporary formation under special conditions, is largely imitative in character. Thus we have first men's missionary societies and later women's; first men's temperance organizations and then women's; and so the men's labor unions, the Y.M.C.A., boys' brigades, boy-scout troops, Greek-letter fraternities, the secret fraternal societies, etc., have been prior in formation to the corresponding women's organizations. The male organization is always earlier in time, and largely determines the form of the female society. Professor Ames, following Professor Thomas, seems to be right in insisting that "the organizing, directing, executive power is due chiefly to men."

It is scarcely necessary to discuss whether the sexes should associate and co-operate. The evolution of our modern life in family, school, church, business, society, and now in politics, has answered it in the affirmative. For young people, the particular function of this association from the biological point of view is to furnish opportunity for the selection of mates. Many clergymen are united in an attitude of dread toward marriage among the young people of the society, because sooner or later it draws the latter away from the organization. But this point of view errs in two respects. It looks at young people, not from the standpoint of their personal needs and problems, but from that of the organization; the society overshadows the person. Secondly, it places the smaller organization, the local society or church, over against the larger group, the community or nation, and regards the interest of that smaller group as of more importance than the welfare of the larger. Marriage concerns not merely the persons involved, with their friends, but the entire community, the state, and the

nation. Anyone who regrets an otherwise appropriate marriage because it may withdraw a certain amount of assistance from his society is incompletely socialized.

The young people's society has performed an invaluable service to the world in bringing young people together in two ways, viz., association and co-operation. If it had done nothing more than furnish a meeting-place under good auspices, and the opportunity for a pleasant social time, it would have been worth all it has cost. But when, in addition, it gathers young men and women of the same social group about a task, it permits them to discover each other's real caliber. And when the task is intimately bound up with religion and the welfare of the world, it suffuses all their relations to each other with this same spirit and lays the foundations of marriage of superb quality.

This does undoubtedly create a problem for the society. The average "life" of a member of a Christian Endeavor society, according to the general secretaries, is four or five years. But this problem is to be met, not by regretting the marriages forwarded by the association, but by considering how to keep up the supply of young people.

The final problem under this heading of function is that of adjustment to local conditions. It is quite characteristic that an Epworth League organized in 1912 in the mountains of Virginia set up all the departments and committees, and entirely in harmony with common experience that some of the committees never met and that only two accomplished anything. A Christian Endeavor society in India which had a "graveyard committee" and a junior society in China which had a "clean finger-nail committee" were doing what many American societies fail to do, viz., adapt their work to local needs. The present Efficiency Campaign of the Christian Endeavor society is likely to increase this lack of local adjustment. Any junior society, for example, whether in New England or Alaska, to obtain 100 per cent must have, among other things, a birthday committee, a sunshine committee, a society chorus choir, at least four socials a year, an athletic committee for boys and another for girls, and must make collections "as of

minerals, postage stamps, insects, etc." This is justified on the ground that "some uniform standard must be set." The ordinary society could do no better thing than to reduce its organization to its lowest terms, select one or two things that actually need doing in that community, and build up the society about the local need. This revision will need repetition every few years.

But a further question emerges. What sort of things is it possible for a church young people's society to undertake? In particular, shall the society be purely religious, or shall it utilize the social instincts for religious purposes, or ought the social aspects of life to be recognized as possessing religious values? A purely religious person does not exist, even in a convent, for soul and body coexist and social relationships are the most important of realities. It is certainly justifiable to *utilize* the social instincts for the development of religious sentiments, just as we do not hesitate to use the religious sentiments, when they are strong, to reinforce desirable attitudes and actions in political, social, or industrial life. But we ought to go one step farther. Professor Hoben has shown[1] that organized and directed play is at heart as important in the development of character as Sunday-school teaching. He shows, for example, how basket-ball, played according to the rules, develops self-control, self-sacrifice, the ability to co-operate, etc. Religious educators who profess as their aim the development of Christian character should be quick to recognize the legitimacy of anything that contributes to that result. This is not the *utilization* of the social instincts for religious purposes; it is the direction of the inborn nature to the attainment of its own highest possibilities. Whether or not the church shall provide for recreation and to what extent and in what forms, are practical questions, depending very largely upon what other agencies are doing and how they are doing it. In any event, the church has a responsibility for anything and everything in the community that is having a moral or immoral influence upon the young people, whether in the church or out of it. Church work is any work of betterment and helpfulness that needs doing.

[1] Hoben, *The Minister and the Boy*.

After the problem of function comes that of organization in relation to other groups within the local church. A keen observer, who for forty-five years has been a progressive leader in Sunday-school work, makes this startling statement:

> It remains a hard fact that the Sunday school is really an institution outside the church, self-appointed as "nursery," and "feeder," and "agency," and occupying precisely the same relation to the church as that of the . . . . Y.P.S.C.E., and other organizations of similar character; its impetus at all times being exercised from without rather than from within the church.[1]

In view of the facts that the Christian Endeavor society has strenuously asserted from the first that it exists "for Christ and the [local] Church"; that every Methodist pastor is under obligation to organize and maintain, if possible, an Epworth League in his charge; that every denomination has in some way asserted its right to direct the young people's movement within the body as a whole and within each individual church, Dr. Blackall's statement seems incredible. One who ponders the situation, however, is not so sure. Take a Christian Endeavor society in a Baptist church: its organization is planned, its activities suggested, its topics prepared, and its literature printed under the direction of a group of men gathered from the various denominations but officially representing only themselves. The financial interests of a private printing company, the Christian Endeavor World Publishing Company, have also to be considered. Take a Baptist Union: until 1913, its whole direction was in the hands of a group of men elected, not by the denomination, but by the convention of the B.Y.P.U.A. Take an Epworth League: its policy is closely directed by the denomination, but what attempt has ever been made to correlate the League and the Sunday school? Junior, intermediate, and senior leagues, and junior, intermediate, and senior departments of the school are parallel, but *as organizations* unrelated.

Would it not be possible for a church to organize and correlate its various elements, so that independence, duplication, and competition might be avoided, and a child pass by regulated and natural gradations, not merely from one Sunday-school class to another,

[1] Blackall, *The Sunday School Situation*, 1913, p. 3.

but from one entire stage of religious experience and expression to the next, up to maturity? This becomes especially important, when, as at present, in an increasing number of churches, the organized class is competing with the young people's society for the time, energy, and loyalty which until recently belonged to the latter. One of the results of this competition is that in many places the society is made up of much younger people. But what will happen when the International Sunday School Association has organized all classes of the secondary division of the school? It is evident that the present arrangement is temporary.

If the young people's society and the organized class are to coexist in the same church permanently and harmoniously, it can only be by division of function (for example, with the society limiting itself to a prayer-meeting); or by division of constituency on the basis of natural groupings, etc.; or by federations of all the work of the church for young people. This last solution would include the other two. In 1905 a significant document was presented to the B.Y.P.U.A.[1] It proposed that in a local church "where there is a number of organizations composed of young people, "the Union" shall be a federation of the various departments of the young people's work, each of which shall be conducted under its individual constitution," and shall aim at "the close relation of each to the work of the church itself, under the leadership of the pastor." All members of the constituent organizations would belong to the federation; the council of conference, consisting of the pastor and the president and secretary of each organization, should meet once a month; each constituent society should be regarded as a department of the Union; the existing Baptist Union should call itself "The Devotional League of the Young People's Union"; and quarterly meetings of the entire society should be held. A pledge is proposed as part of this constitution, but is clearly a mistake, for, if tests are proposed for membership in the federation which are not required for membership in the societies federated, the federation simply becomes another society beside the others. This federative idea shows a way out of a state

[1] *Service*, II (1905), 164.

of things which is bound to become worse as the organized class becomes universal.

But even such an organization is only a halfway house. Every church ought to have a committee on religious education, charged with the duty of organizing and directing all necessary societies within the church, and of co-ordinating them with each other and with the work of the church itself.[1]

The relation of the local society to other societies of the same community, and of all the young people to the community itself, demands more attention than has usually been given to it. There are two possible bases of union, opinions, and tasks. Some people unite because they think alike. This is true, to a degree, of a single church, and less frequently of a group of churches in a community. With reference to young people, many of whom would find it difficult to state just what they do believe, or who have a philosophy of life with quite individual characteristics, union on the basis of opinions is scarcely feasible. Further, the discussion of opinions is scarcely adapted for uniting the participants. Keen observers at the World Missionary Conference at Edinburgh in 1910, when representatives of all communions from all parts of the world gathered to discuss common problems, stated that the only time during the whole conference when the spirit of unity was endangered was when the subject of Christian union was under discussion. The other possible basis is that of a common task: for instance, some community enterprise too large and too important for one society, but not too great to defy the efforts of two, three, or half a dozen such groups. This makes appeal to youth's desire for activity and achievement, to its social spirit, to its sympathy, and to its willingness to sacrifice. Opinions may divide, but co-operation in a task surely unites.

An instance of what is possible is seen in Hyde Park, Chicago. This is usually known as one of the most favored sections of the city, but it has great problems invisible from the boulevard, notably a large number of more or less neglected children. Some years ago

[1] *Religious Education*, VIII, 231 ff.; Northern Baptist Convention, Commission on Moral and Religious Education, 1912, 1913.

a group of philanthropic persons set themselves the task of studying and meeting this situation, and invited the co-operation of the young people's societies of the neighborhood. They responded by gifts and personal service. Among other things, four societies united to provide pleasant Sunday afternoons for children of fourteen years of age and under. This has bound the young people of these societies together, and has immensely broadened their outlook. It is only a beginning, to be sure, and none are so keenly alive to its meagerness as its promoters, but it is the germ of untold possibilities.

This is simply illustrative. The need varies with the community. As a rule, communities do not know their own conditions. If the societies of a given neighborhood would unite to study their own section,[1] and then unite in the task, which even in the most favored sections is sure to be great, of meeting some one of the needs that have been revealed, they would make great gain in interest, fellowship, and spirituality. "He that loseth his life saveth it."

The possibility of a national federation of young people has frequently been discussed, and usually advocated, be it said, either by those who deplore the lines of division between societies, or regret the duplication of expenditure in time, energy, and money in maintaining separate conventions, or admire mere bigness. Outlines of a possible organization have been prepared. The Christian Endeavor society in particular has been suggested as the proper body to send out the invitations. The purpose of such a federation has been indicated as the holding of a common convention, the preparation of uniform topics, the arranging for uniform textbooks, and the collation of statistics.[2]

A more vital suggestion has been made—that the young people of America be invited to federate about some great enterprise, national in scope, positive and constructive in character, and appealing to the social nature of youth. It is further intimated that the matter be under the direction of a possible young people's bureau of the Federal Council of the Churches of Christ in America, which

[1] Arnovici, *Knowing One's Own Community.*

[2] *The Independent*, XLIX, 397; LIII (1900), 2175; *Century Magazine*, LXXXII, 854; *Baptist Union*, XIII, 784.

should select the cause, have experts prepare the measure and the literature, and deal directly with the denominational leaders in every case. There is much to commend such a plan. Certain it is that there has been no federation up to this time because there has been no sufficient reason for such a movement. It is possible that this plan might provide the sufficient reason. In any case, mere bigness is not a worthy goal. Unless federation means the effective focusing of effort on some appropriate object, it had better not be attempted.

New *and* Forthcoming Books

The University of Chicago Press

The Control of Hunger in Health and Disease. *By Anton Julius Carlson, Professor of Physiology in the University of Chicago.*

viii+322 pages, 8vo, cloth; $2.00, postage extra

This volume describes a notable series of experiments conducted by the author in the physiology of the stomach. The description of the hunger pangs in fasting and their effects, as well as the remarkable method of measuring and recording them, constitute a unique contribution to science; and incidentally the author indicates how hunger may be controlled and how and when starvation becomes beneficial to the human body. Many of the fundamental experiments were first made on a healthy man who was affected with complete obstruction of the esophagus and with gastrostomy of more than twenty years' standing. They were then extended to a great number of persons, both healthy and diseased. Some of the experiments were made on the author himself.

The subjective and objective control of hunger and appetite is of practical importance in digestion and nutrition, especially in disease, where the control of the disease processes is so frequently dependent on improvement in vitality and nutrition. Professor Carlson's volume is the most extensive work yet published in this field of physiological investigation.

The Origin of the Earth (*The University of Chicago Science Series*). *By Thomas Chrowder Chamberlin, Head of the Department of Geology in the University of Chicago.*

xii+272 pages, 12mo, cloth; $1.50, postage extra (weight 1 lb. 6 oz.)

This book, by one of the leading geologists of the world, sets forth the disclosures that led to the rejection, one after another,

of the older views of the origin of our planet, the futile attempts then made to emend these or to build others upon the same foundations, the final rejection of all these, and the construction of a radically new view based on a new dynamic foundation. The later chapters of the book treat of the early stages of the earth and the way its leading processes took their start from their cosmogonic antecedents, these being held to be essential parts of the genesis of the planet. The beginning of the inquiry is set forth in the Introduction; the successive chapters are entitled: "The Gaseous Theory of Earth-Genesis in the Light of the Kinetic Theory of Gases"; "Vestiges of Cosmogonic States and Their Significance"; "The Decisive Testimony of Certain Vestiges of the Solar System"; "Futile Efforts"; "The Forbidden Field"; "Dynamic Encounter by Close Approach"; "The Evolution of the Solar Nebula into the Planetary System"; "The Juvenile Shaping of the Earth"; "Inner Reorganization of the Juvenile Earth"; "Higher Organization in the Great Contact Horizons."

Finite Collineation Groups (*The University of Chicago Science Series*). *By Hans F. Blichfeldt, Professor of Mathematics in Leland Stanford Junior University.*

12mo, cloth; $1.50, postage extra

A book of especial interest and significance to students and teachers of higher mathematics and to all concerned with the development of mathematical science. The theory of finite collineation groups (or linear groups) as developed so far is to be found mainly in scattered articles in mathematical journals, in addition to a few texts on group theory. The author has given in the present volume an outline of the different principles contained in these publications, and has at the same time made an effort to depend upon a minimum of abstract group theory.

Principles of Money and Banking. *A Series of Selected Materials, with Explanatory Introductions. By Harold G. Moulton, Assistant Professor of Political Economy in the University of Chicago.*

xl+284+502 pages, 8vo, cloth; $3.00, postage extra (weight 3 lbs. 4 oz.)

This volume of readings covers the principles of money in the light of experience, including a discussion of the various

monetary controversies; and it deals with the subject of money in connection with the evolution of economic society in a way not hitherto attempted. On the banking side, in addition to the usual treatment of commercial banks, including the operation of the new federal reserve system, the book makes a careful analysis of the principles of agricultural credit; of the numerous types of co-operative banking agencies; and of savings and investment institutions, ending with a discussion of the problem of financial concentration and control, popularly called the "money trust." The explanatory introductions to the various chapters give continuity to the wide variety of materials, tables, charts, arguments, opinions, etc., and in this way the virtues of a text and of a collateral book of readings are combined in one volume.

Exercises and Questions in Money and Banking. *By Harold G. Moulton.*

100 pages, 12mo, paper; 50 cents, postage extra (weight 9 oz.)

A book to accompany the author's *Principles of Money and Banking*. It is designed to serve as a basis for classroom work or private study.

Exercises in Current Economics. *By Walton H. Hamilton.*

150 pages, 12mo, paper; 50 cents, postage extra (weight 13 oz.)

This book of exercises is designed to accompany the author's *Current Economic Problems*. The questions, based directly on the readings, are so worded that in answering them the student is compelled to do his own thinking. The problems, based indirectly on the text, form the real test of the student's reading and thought.

Second-Year Mathematics for Secondary Schools. *By Ernst R. Breslich, Head of the Department of Mathematics in the University of Chicago High School.*

xviii+340 pages, 12mo, cloth; $1.00, postage extra (weight 1 lb. 10 oz.)

The primary aim of this book is to furnish a progressive continuation of the form of correlated mathematics presented in the highly successful *First-Year Mathematics for Secondary*

Schools. The material as arranged in this second-year course opens to the student a broader, richer, and more useful field of ideas, and lays a more stable foundation for future work, than does any separate treatment. A great saving of the student's time is effected by developing arithmetic, algebra, geometry, and trigonometry side by side. This union of subjects also makes unnecessary the long and tiresome reviews usually given at the beginning of each subject. The book contains exercises in sufficiently large numbers to allow the instructor some choice in case he wishes to reduce the scope of the course.

American Prose. *By Walter C. Bronson, Professor of English Literature in Brown University.*

xii+738 pages, 12mo, cloth; $1.50, postage extra (weight 2 lbs. 4 oz.)

All interested in American literature will be glad to know of the companion volume to Professor Bronson's widely used anthology of *American Poems.* This new volume of representative selections from the prose literature of our country will quickly take its place as a standard book for classroom use, as well as for private reading. Clear and attractive in topography, *American Prose* contains a fund of highly interesting material. The selections cover the period 1607–1865, and represent the work of thirty-seven authors.

The Story of the New Testament. *By Edgar Johnson Goodspeed, Professor of Biblical and Patristic Greek in the University of Chicago.*

160 pages, 12mo, cloth; $1.00, postage extra (weight 1 lb.)

The purpose of this volume is to present in a vivid and popular manner the situations out of which the several books or letters of the New Testament arose, and the way in which each book or letter endeavored to meet the special situation addressed. The author emphasises the fact that Christianity did not spring from the New Testament, but the New Testament from Christianity. Professor Goodspeed's highly interesting narrative brings out clearly the practical and occasional character of many of the books of the New Testament, and, being written without technicality or elaboration, is admirably adapted for use in adult Bible classes

and in biblical courses in colleges. For the lay reader also it gives in fresh and attractive form much information not easily accessible elsewhere.

Handwork in Religious Education. *By Addie Grace Wardle, President of the Cincinnati Missionary Training School of the Methodist Episcopal Church.*

175 pages, 12mo, cloth; $1.00, postage extra (weight 1 lb.)

To meet the increasing demand for handwork as a means of teaching children in Sunday schools, Dr. Wardle, out of her practical experience as head of an important training school, has prepared the present book for classes of teachers in churches and in community training schools. One of the purposes of the volume is to train the teacher in the use of a wide range of material and to acquaint her with the various means of securing it.

The Woman Movement from the Point of View of Social Consciousness *(Philosophic Studies, No. 6). By Jessie Taft.*

72 pages, royal 8vo, paper; 50 cents net, 54 cents postpaid

It is the purpose of this volume to determine just what are the problems represented by the woman movement, to trace their connection with the larger, more inclusive social problems, and to indicate in a general way the direction from which a solution may be expected.

The Great Revival in the West, 1797–1805. *By Catherine C. Cleveland.*

xiv+216 pages, 8vo, cloth; $1.00, postage extra (weight 1 lb.)

A valuable addition, for libraries, to source material in American history; and to ministers and laymen it shows in a striking way the progress made in theology and religious practice in America during the last century.

The Nullification Controversy in South Carolina. *By Chauncey S. Boucher, Assistant Professor of American History in Washington University.*

xi+399 pages, 12mo, cloth; $1.50 net, postage extra (weight 1 lb. 11 oz.)

The story of the nullification controversy in South Carolina as it is found in the writings of the men who were participants

in it. The author fortunately had access to the unpublished correspondence and papers of prominent leaders of the opposing factions, and he has succeeded in delineating the various shades of party beliefs at all stages of the controversy in such a way as to hold the interest of all students of American political history.

The Function of Socialization in Social Evolution. *By Ernest W. Burgess, Assistant Professor of Sociology in the University of Chicago.*

viii+237 pages, royal 8vo, cloth; $1.25, postage extra (weight 1 lb. 14 oz.)

That socialization, rather than geography or heredity, is the dominant factor in social evolution is the author's contention in this able essay. The evidence for this position is presented in the study of the factors involved in discovery and invention, in social progress, and in personal development.

A History of the University of Chicago. *By Thomas Wakefield Goodspeed.*

xiv+522 pages, 8vo, cloth; $3.00, postage extra (weight 3 lbs. 4 oz.)

This history of the University is remarkably full, especially for the earlier years, and is vividly and sympathetically told by one who was a part of much that he describes. The unique success attending President Harper's great experiment in the organization of the University—few of its features having been modified and its leading features having widely influenced American education—is carefully brought out; the notable architectural development of the University is shown; and the achievements of President Judson's administration in the way of new endowments, new buildings, and new educational ideas are strikingly presented. The series of twenty-two full-page photogravures illustrating the volume is probably the finest collection of views of the University that has yet been made.

The University of Chicago. An Official Guide. *By David Allan Robertson.*

60 illustrations, 134 pages, paper; 79 cents postpaid.

In its great variety of well-organized information regarding the University's history and buildings and the persons particularly

associated with them, and in its unusually artistic illustrations, this little volume, prepared by one especially well equipped for the purpose, will meet very satisfactorily the many inquiries of visitors, new students, and others interested in the remarkable development and present status of the University.

Essays in Experimental Logic. *By John Dewey, Professor of Philosophy in Columbia University.*

viii+444 pages, 12mo, cloth; $1.75, postage extra (weight 1 lb. 10 oz.)

Students and teachers of philosophy and logic will recognize in this book of essays the same cogency of reasoning and the same power of clear and interesting statement that have brought to Professor Dewey in his other books the reputation of being one of the ablest thinkers on philosophical subjects in the country. This new volume, of over four hundred pages, contains fourteen chapters, including a highly significant introduction of seventy-five pages; and among the subjects discussed are "The Relation of Thought and Its Subject-Matter," "The Antecedents and Stimuli of Thinking," "Data and Meanings," "The Objects of Thought," "Some Stages of Logical Thought," "The Logical Character of Ideas," "The Control of Ideas by Facts," "The Existence of the World as a Logical Problem," and "The Logic of Judgments of Practice."

Technical students of philosophy will find the volume almost indispensable in following critically the contemporary development of philosophical thought.

A History of Greek Economic Thought. *By Albert A. Trever, Professor of Greek in Lawrence College.*

162 pages, paper, 8vo; 75 cents, postage extra (weight 13 oz.)

A striking reinterpretation of Greek economic thought in the light of modern humanitarian economy. To the classical student and the modern economist the book will bring, with new interest, important phases of Greek thought and many vital points of contact between Greek and modern economy. Constant reference is made in the book to the actual economic environment of the Greeks, as a proper background for their theories.

The presentation is chronological, the various chapters taking up in order the discussion of economic ideas before Plato, and those of Plato, Xenophon, Demosthenes and Isocrates, Aristotle, and the minor philosophers.

FORTHCOMING BOOKS

A Guide to the Study of the Christian Religion. *By Gerald Birney Smith*

Origin and Growth of the Hebrew Religion. *By Henry Thatcher Fowler*

Six Lectures on Architecture. *The Art Institute of Chicago*

Agricultural Economics. *By Edwin G. Nourse*

Teaching High-School Latin. *By Josiah B. Game*

Parallaxes of Forty-seven Stars. *By Frederick Slocum and Alfred Mitchell*

The Psychology of Religion. *By George A. Coe*

Slavery in Germanic Society during the Middle Ages. *By Agnes Mathilde Wergeland*

Review of the History of the Working Classes in France. *By Agnes Mathilde Wergeland*

Quarter-Centennial Bibliography of the Members of the University of Chicago. *By a Committee of the Faculty*

Truancy and Non-Attendance in Chicago. *By Edith Abbott and Sophonisba P. Breckinridge*

The Electron: Its Isolation and Measurement and the Determination of Some of Its Properties. *By Robert A. Millikan*

THE UNIVERSITY OF CHICAGO PRESS
CHICAGO - - - - - - - ILLINOIS

AGENTS

The Baker & Taylor Company	New York
The Cunningham, Curtiss & Welch Co.	Los Angeles
The Cambridge University Press	London and Edinburgh
The Maruzen-Kabushiki-Kaisha	Tokyo, Osaka, and Kyoto
The Mission Book Company	Shanghai
Karl W. Hiersemann	Leipzig

OUR YOUNG PEOPLE

AN INFORMATIVE STATEMENT REGARDING
THE PRESENT STATUS OF YOUNG PEOPLE'S
WORK IN THE CHURCHES OF
THE NORTHERN BAPTIST CONVENTION

Published by the
Committee on Young People's Work
of the
NORTHERN BAPTIST CONVENTION
May, 1930

Printed by
THE AMERICAN BAPTIST PUBLICATION SOCIETY
1701-1703 Chestnut Street, Philadelphia, Pa.

REPORT OF THE COMMITTEE ON YOUNG PEOPLE'S WORK

To the Northern Baptist Convention:

In this, the sixth annual report, since the Milwaukee Convention authorized the appointment of a Committee on Young People's Work, the committee records its observations made during the year, as from a watch-tower, of all the agencies and organizations through which the young people in our churches are giving expression to their Christian life, and by means of which they are being trained for the positions of responsibility which they must shortly assume in the church and Kingdom program of tomorrow.

An important duty of the committee consists in encouraging the correlation of the programs offered by these agencies. It is gratifying to note that the leaders of the national organizations are taking the initiative and that, year by year, they draw closer together in earnest effort to avoid confusion, duplication, and overlapping in the local groups and to stimulate interest by the presentation of a common theme to which each contributes its distinctive share.

This was notably demonstrated in the adoption of the Christian Life Program which throws out a challenge to all young people, not primarily to enlist them in life service as missionaries, but to call upon them to recognize that every Christian holds his life in trust as a stewardship to be accounted for, whatever his calling may be, in terms of time, energy, service, or substance contributed to the advancement of Christ's Kingdom on earth.

The Committee has deemed it desirable to compile in the following paragraphs a concise statement, containing a list of the organizations at work among young people of our territory, together with a brief account of the activities and purposes of each. This leaflet is a reprint of the report of the Committee submitted to the Northern Baptist Convention at Cleveland, May, 1930, and is published for distribution with the hope that it will prove of value as a guide for leaders of young people's groups, showing at a glance what guidance and help each organization is prepared to give, either for setting up a program in new places, or indicating methods by which to strengthen work already established.

List of Organizations

1. The Baptist Young People's Union of America, 2328 South Michigan Avenue, Chicago, Ill., Edwin Phelps, General Secretary.
2. Department of Missionary Education of the Board of Education, 152 Madison Avenue, New York, N. Y.; William A. Hill, D. D., Secretary.

3. Young People's Division of the Religious Education Department of The American Baptist Publication Society, 1701-1703 Chestnut Street, Philadelphia, Pa.; John W. Elliott, Director.

4. International Society of Christian Endeavor, Mt. Vernon and Joy Streets, Boston, Mass.; E. P. Gates, General Secretary.

Literature or information regarding any phase of young people's work will be furnished gladly by these organizations.

The Baptist Young People's Union of America

The Baptist Young People's Union of America by its constitution declares itself "for all Baptist young people." Its Board of Managers is composed of a representative elected by *each* State young people's organization and of fourteen officers elected at the Annual Convention. The average age of this group of nearly fifty is under thirty years.

In all of its contacts with young people and in its preparation and promotion of material, it strives constantly and consistently to align the Baptist young people with the local church and denominational program of Kingdom building. Each year sees an increasing amount of practical material aimed to aid young people's participation in the January Educational Project, the Every-Member Enlistment, Stewardship Study and Practise, Youth Evangelism, Missionary Reading and Study, Social Service, Life Service Commitment and Preparation.

By its creation and introduction of the Commission Plan, the Baptist Young People's Union of America has provided the young people of the denomination with a superior method of organizing and programming their work which frees them from the cramp of a uniform program designed in some remote center and releases their inherent ingenuity and initiative to build programs suitable to their own peculiar needs and interests.

The Union promotes an annual convention attended by from three to five thousand young people from all parts of the convention area. In Conferences, young people are *instructed* in the better methods of church work. In Forums, they are *informed* regarding the great issues of Christian social living. In Mass Sessions, they are *inspired* to a more zealous consecration of themselves in the use of this information and instruction to realize a deeper Christian Living and a richer Christian Service.

The Union has a staff of five secretaries, the consecration of whose capacities knows no reserve, and the spirit of whose cooperation multiplies their energies. The travel of these secretaries aggregates from sixty to eighty thousand miles a year, and from two to twenty contacts are made in nearly every State during each twelve months.

The thirty-ninth Anniversary Convention of the Baptist Young People's Union of America will be held in San Francisco, July 9-13, 1930, to which young people from every Baptist church in North America will be welcome and eligible as delegates. The fortieth convention will be held in Washington, D. C., July, 1931.

The Work for Baptist Young People of the Department of Missionary Education

No piece of work which the Department is doing is more vital than the work of the young people's groups under its charge. Nothing is more important than the training of our future Baptist leaders. The missionary work of our denomination is of such character and magnitude that it calls for the most painstaking attention to the needs of these Baptist young people in literature, methods, and plans. Systematic habits of thought, and progressive reading and studying of information about the missionary enterprise are necessary in the training of a generation of intelligent and enthusiastic leaders. Hence the Department of Missionary Education is seeking to place Christian Missions on the same plane as other subjects worthy of the consideration of our young people. Two organizations of young people are being trained for this purpose: they are the World Wide Guild for Baptist young women and the Royal Ambassadors for Baptist boys.

The World Wide Guild

The World Wide Guild was organized in 1915. It numbers three thousand Chapters, with approximately sixty thousand members, and during the past fiscal year has added approximately five hundred new Chapters to its roll. The older Chapters cease to function as they are merged into the Women's Societies, and the younger Chapters take their places.

The World Wide Guild is officered by Miss Alma J Noble, its only Executive Secretary, whose address is 218 Lancaster Avenue, Buffalo, N. Y.; and its Field Secretary, Miss Esther B. Phelps, who began her work on May 1, 1930. Her address is 152 Madison Avenue, New York City. In addition to its paid staff, there is a large and influential voluntary staff comprising ten District Secretaries, thirty-nine State Secretaries, and three hundred Associational Secretaries. During 1929, the World Wide Guild met in thirty-three House-parties and State Rallies, and represented a total attendance of 10,467. During the last year for which we have reports, 300 Guild Chapters qualified in the Missionary Reading Contest, and the Guild Girls read 78,882 missionary books, which represented an increase over the preceding year of 28,187. There were also 1,985 Mission Study Classes held during the same year.

During the fifteen years of the Guild's history, 35 Guild Girls have gone to the foreign field as missionaries, and 20 into the home-mission fields; 8 of them are engaged in Christian Americanization work, and several have become Field Secretaries. Four are outstanding members of the two Women's National Boards. The World Wide Guild each year makes a special gift to the whole denominational budget, and this year the amount anticipated for their New Jerusalem gift is $44,000. The World Wide Guild expresses its special pleasure in the affiliation with the other Baptist young people's organizations through the Young People's Leadership Council, of which it is a constituent part.

The Royal Ambassadors

The Royal Ambassadors, now about five years old, organized to provide special world friendship training for our Baptist boys from twelve years of age up, numbers 400 Chapters, not including boys' groups using our Royal Ambassador plans and materials who are not yet chartered. We are reaching directly 10,000 of our Baptist boys with a missionary and world-friendship program.

During the past year, the Royal Ambassadors and the Baptist Boy Scouts entered into a significant affiliation which, without affecting the independence of either, enables each organization to take advantage of the benefits of the other. With the approval of the Boy Scout officials, we now have a cooperative relationship with Boy Scout Troops in Baptist churches of the North. These Boy Scout Troops number at the present time 773, scattered across 34 States, and representing a total membership of 15,560 boys. The Royal Ambassadors are likewise represented in 31 States. In addition, the Royal Ambassadors have organized Chapters among the Burmans, the Canadians, Czechoslovakians, French, Italians, Japanese, Mexicans, Negroes, Indians, Porto-Ricans, Russians, and Swedes.

The growing feature of the Royal Ambassador enterprise is the summer camps for boys. During the summer of 1930 there will be ten camps using the complete Royal Ambassador courses and plans representing twelve States. In addition, there will be Royal Ambassador materials and plans provided in six additional camps in connection with Baptist Summer Assemblies. This means that more than 200 men, mostly pastors, are volunteering their time and service to live with these boys for the summer period, and assist them as teachers and guides. Special courses and appropriate materials are provided for summer camps.

In addition to the field service in the interest of Royal Ambassadors by Rev. Floyd L. Carr, Field Secretary of the Department of Missionary Education, this organization has High Counsellors in each State of the Northern Baptist Convention devoting time, interest, and work to our Baptist boys. The Headquarters of the Royal Ambassadors is in with the Department of Missionary Education, 152 Madison Avenue, New York City.

The Young People's Division

The American Baptist Publication Society

The American Baptist Publication Society renders two distinct types of service to the young people of the Northern Baptist Convention. It produces materials for reading and for study and worship in class and society. It promotes methods and plans of work throughout all the territory of the Convention.

The variety of materials produced for classwork meets every type of situation. The uniform lessons published in quarterlies are used in many small and some larger schools. The Keystone Graded Courses are increasingly utilized in the schools which are trying to adjust their programs to the more recent methods of education. These courses seek to provide

material for a well-rounded religious education, including knowledge of the Bible, the church, and the denomination, missionary work and needs, and all the elements to be considered in choosing a lifework and in living a truly Christian life under all conditions. In addition to these regular courses, the electives offer a wide field of inquiry, and they are increasing in popularity. The *Young People's Leader* carries the program materials for the young people's societies, both senior and intermediate. The quality of the periodical is well recognized and compares very favorably with those issued by other denominations. This magazine carries suggestive articles covering the whole field of young people's work in addition to the program material. The young people's editor prepares each year a little devotional volume under the title *A Quiet Talk with God Each Day.* It has a large place in the devotional life of our young people.

The other service rendered by our Society for young people is promotion of plans and methods of work. In the Department of Religious Education there is a division of Young People's Work, with Director Rev. John W. Elliott in charge. He studies the field constantly, cooperating with the International Council of Religious Education, and with the other denominational organizations working with and for Baptist young people. He is responsible for the programs in his division. The State and city directors of religious education, responsible in part to our Society, have as one of their tasks the promotion of young people's work. They cooperate with other denominational agencies. They set up, or aid in setting up, the summer assemblies, boys' and girls' camps, and leadership-training institutes in which the promotion of young people's methods and materials is one element. They arrange also for addresses at conventions and rallies, and for smaller conferences on youth problems.

Recognizing the urgent demands for service with Intermediates, the Society has engaged a director for that work, who will assume his duties July 1, 1930. He will be responsible for the entire program of the Society for boys and girls 12 to 14 years of age.

The International Society of Christian Endeavor

From the beginning, the Christian Endeavor movement has owed much to the interest and support of the Baptist churches of America. The International Society of Christian Endeavor (then the United Society) was organized in 1885 in the Baptist Tabernacle at Ocean Park, Maine, and throughout its history a large proportion of the executive officers have been Baptists. Today the International Society serves more than 2,000 Baptist Christian Endeavor Societies in America.

Four important principles distinguish the activities of the International Society of Christian Endeavor:

1. Emphasis on loyalty to Christ, to the local church and to the denomination to which the society belongs.

2. Adaptability. The Christian Endeavor movement does not offer a hard-and-fast program, but urges rather that plans and suggestions be adapted so as to best meet the needs of the local church in serving the young people of the community.

3. Service. The International Society of Christian Endeavor, through its various departments, offers the following service to Baptist pastors and young people:

(1) Recreation.

(2) Vocational Guidance. Through the generosity of the J. C. Penny Foundation, the International Society maintains the only interdenominational service agency in the field of Christian Vocations. The resources of this department include extensive information about all fields of Christian service, classified data on colleges, seminaries, and training schools, and suggestions for vocational guidance as a part of local church programs.

(3) Evangelism, Christian Citizenship, World Friendship.

(4) Methods of young people's work.

(5) Organizing material.

4. Fellowship.

(1) The inspiration of community, national, and world-wide Christian fellowship.

(2) The opportunity for cooperative community, national and world-wide service in such matters as prohibition, evangelism, and world friendship.

A recent cooperative statement signed by the young people's leaders of twenty-seven denominations has this to say of Christian Endeavor:

"Christian Endeavor emphasizes loyalty to Christ and the church, particularly to the local church of which the society is a part. This pledged loyalty is to be expressed through the practise of personal devotions, participation in society and church activities, and through consistent and aggressive Christian living. . .

"One of the values of Christian Endeavor is the opportunity it affords for interdenominational and world fellowship. The encouragement found in working with larger groups, the success which accompanies united effort, and the sense of oneness which comes when serving and working with young people of all races and all nationalities, are assets which must be recognized for their great worth."

The Leadership Council

Having successfully cooperated in the production and promotion of the Christian Life Program, the three denominational agencies united in creating the Young People's Leadership Council in order to extend cooperation into every phase of Young People's work. To the membership of the Council which consists of the executive secretaries of the three agencies, together with the salaried officers dealing exclusively with young people's work, has been added a representative and alternate of the International Society of Christian Endeavor. By mutual acquaintance and regular conferences concerning their problems, plans, and programs, these leaders have already achieved satisfactory results in the correlation of plans and programs and a more efficient promotion of the same.

Interdenominational Youth Agencies

Because of the fact that members of the Committee on Young People's Work are also members of certain interdenominational agencies working for and with young people, the Committee is constantly in touch with the latest developments in this field. Among these agencies are:

1. The Interdenominational Young People's Commission. This organization is composed of representatives of more than thirty agencies in the field of youth, including The American Baptist Publication Society, the Baptist Young People's Union of America, and the International Society of Christian Endeavor. Through its various committees it makes an intensive study of the problems affecting the work of the young people's society. The Interdenominational Young People's Commission prepares the topics for the weekly devotional meetings which are used by the young people's societies of nearly all denominations, including Christian Endeavor societies and Baptist Young People's Union.

2. The Young People's Advisory Section of the International Council of Religious Education. While this agency is primarily concerned with young people's work in relation to the church school, it has recently enlarged its membership to include representatives of the young people's societies also. Its committees are now making studies in the fields of college work, community cooperation, and camps and conferences. Membership in the Section includes representatives of the denominations, the State and national Council of Religious Education, the Y. M. C. A., and the International Society of Christian Endeavor.

3. The Committee on Religious Education of Youth of the International Council of Religious Education includes representatives of the denominations, State Councils of Religious Education, the International Council, Y. M. C. A., and Y. W. C. A. both in Canada and the United States, and Christian Endeavor. It is concerned especially with the possibilities of a cooperative program in young people's work, and has sponsored the widely used "Christian Quest" materials.

4. The Curriculum Conference. This is a development from the work of the three agencies named above. Membership is open to all interested leaders of young people. It is concerned especially with the valuation of materials now available for religious education of young people and in the preparation of new material. An outgrowth of this Conference has been a "pooling agreement" by which the materials produced by any agency are available to any other agency represented in the Conference.

5. The Crusade with Christ Committee consists of a number of denominational and interdenominational agencies especially interested in cooperative action by young people in the fields of Evangelism, Christian Citizenship, and World Peace. This committee has promoted union Easter Sunrise meetings, community citizenship campaigns, and other united enterprises. It has produced needed material. The resources of all of the agencies listed above are available to the Committee on Young People's Work as it seeks to serve the needs of Baptist young people.

Unified Program

The principle of one inclusive, correlated program in religious education has in reality been substituted for the idea of one inclusive organization. All our agencies seek to provide for Baptist Young People a unified plan which shall provide for the best possible training in Christian service.

New Intermediate Materials

For nearly two years, the Leadership Council has been at work upon entirely new materials for our Intermediates. It is expected this new material will be available in another year, i. e., about June 1, 1931.

The Committee is happy to make this announcement and is satisfied that workers with this important group of young people are justified in expecting a set of materials that will be new and far superior to anything heretofore available.

Unreached or Neglected Groups

Appreciating the efforts made by all our organizations and agencies working in behalf of young people, the Committee is also aware of the inability of our denomination to reach all the young people in our responsibility. We should give more attention to student groups, foreign-speaking young people, and the many thousands of young people in the small rural churches. A complete survey of all our young people, their needs, and the present ministry to our young people, would give us a better appreciation of our future problems and would point the way to a more adequate solution of these problems.

Recognition of Young People

Your Committee heartily approves the minute adopted by the Executive Committee of the Northern Baptist Convention at the meeting held December 10, 1929, "favoring the appointment of a young person under thirty years of age from each church as one of its delegates to the annual meeting of the Northern Baptist Convention, and also favoring the practise of such young persons participating in all denominational assemblies."

Respectfully submitted,

F. B. Fagerburg, 112 Rochelle St., Springfield, Mass.
E. P. Gates, 41 Mount Vernon St., Boston, Mass.
Mrs. Orrin R. Judd, 234 Washington Ave., Brooklyn, N. Y.,
J. Willard McCrossen, 3342 Brandywine St., Philadelphia, Pa.
Mark F. Sanborn, *Chairman*, 346 Jefferson Ave., Scranton, Pa.

A Survey of
Agencies Working With And For Children

By
Mildred O. Moody
and
Elva M. Westbrook

Research Service Bulletin
No. 7

Issued by
The International Council of Religious Education
5 South Wabash Avenue, Chicago
1929

A Survey of
Agencies Working With And For Children

By
Mildred O. Moody
and
Elva M. Westbrook

Research Service Bulletin No. 7

Issued by
The International Council of Religious Education
5 South Wabash Avenue, Chicago
1929

Copyright, 1929, by
The International Council of Religious Education

Hugh S. Magill, *General Secretary*
Paul H. Vieth, *Superintendent of Educational Administration and Research*

Otto Mayer, *Research Associate*
Elva M. Westbrook, *Research Assistant*

Price 50 cents per copy, *cash with order*
Printed in the U. S. A.

Foreword

There is no lack of agencies working in behalf of the interests of the childhood of America. If the efforts which are at present being put forth in this direction could all be properly articulated and correlated we would be well on the road toward meeting the needs of childhood. Most of these agencies have sprung up to meet a definite need. That they have at many points duplicated the work of each other was not their intention, but only a natural result of many working in the same interest. Perhaps this was the only way in which much of the important work for the education of children could be started. The time has come, however, when we may seriously ask the question whether present conditions may not be greatly improved by each taking account of what the others are doing, and of what the resources are which they have to offer.

This study of agencies working with and for children was undertaken by the Committee on Religious Education of Children of the International Council of Religious Education as a necessary step in carrying out the task assigned to this Committee by the Committee on Education of the International Council, "to study the present situation in this field, and to recommend to the Committee on Education a program for the religious education of children."

In behalf of the Committee on Religious Education of Children, Miss Mildred O. Moody, Superintendent of the Religious Education of Children of the Board of Education of the Methodist Episcopal Church, undertook the study which is reported in this bulletin. After the study was launched it grew to such large proportions that the cooperation of the Bureau of Research of the International Council was sought in carrying it to completion. Miss Elva M. Westbrook was assigned from the Bureau of Research to work with Miss Moody in the completion of the task.

To the Committee on Religious Education of Children we are indebted for the initiation of a study which will prove of great value to workers in religious education. We express our indebtedness to Miss Moody for her share in this undertaking, and for the resources of the Board of Education of the Methodist Episcopal Church which she has made available in carrying forward the study. We are indebted also to the agencies that have given their cooperation, responded to our questionnaire with information, sent valuable materials for study, and corrected and approved the final statements covering their work. The Bureau of Research of the International Council of Religious Education is happy to have had a share in this undertaking.

PAUL H. VIETH,
Director of the Bureau of Research,
International Council of Religious Education.

A Survey of Agencies Working with and for Children

Scope of the Study

This is a report of a survey of agencies working for the moral, religious, and civic welfare of children, undertaken by the Committee on Religious Education of Children of the International Council of Religious Education, in cooperation with the Bureau of Research. It has been limited to organizations chartered by the national government or organizations having programs nation wide in scope in the United States and Canada. Denominational agencies, because of their number and the extent of their pertinent materials, will be included in a separate study to follow.

Purpose of the Study

The information concerning agencies working with and for children contained in this study will prove to be valuable to all workers in this field in the following ways:

1. It will give them a better understanding of the extent and types of work being done for child welfare.
2. It will enable them to determine the areas of child life and children's needs which these agencies touch, thus making possible the integration of their contributions into a program of religious education.
3. It will make possible greater cooperation between social, civic, and religious agencies working with children, or with parents and other leaders of children.
4. It will make available information concerning materials, e. g., pictures, stories, bulletins, pamphlets, et cetera, of value in program building or in other work with or for children.

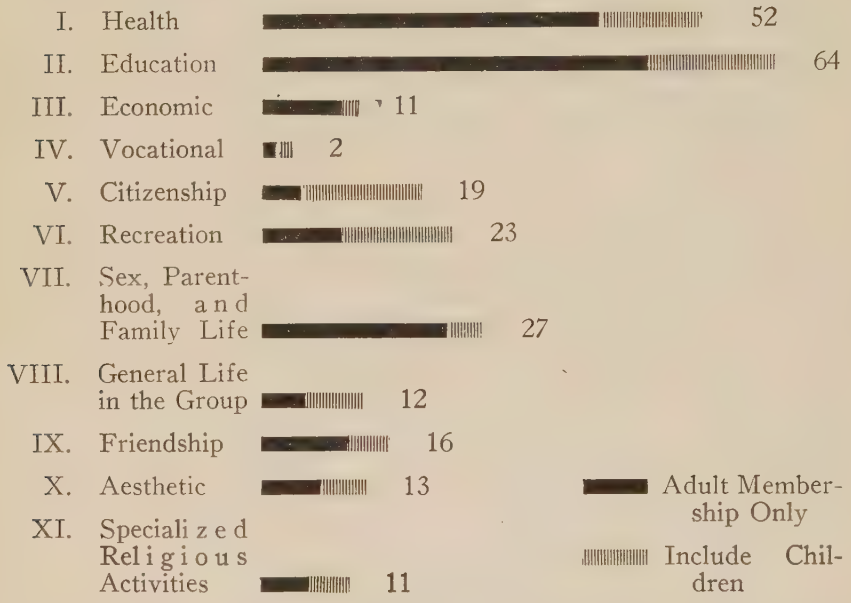
Procedure and Results

At the time the study was initiated, the Committee on Religious Education of Children prepared a list of organizations in this field. This list has been added to from time to time by reference to handbooks of social agencies, government bulletins, and current magazines until the total reached about two hundred sixty-five.

Contacts were made with these organizations through form letters, personal letters, and interviews. Many on the original list were dropped because of the local character of their work, because of the limited extent to which their work affects the moral, civic, and religious welfare of children, or because they did not answer, had gone out of business, or did not wish to be included. From the information received in answer to letters, in interviews, and from an examination of published materials, a brief description was composed giving the purpose, scope of work, and some of the publications for each of the 120 agencies now included. This description was then sent to an officer of the agency for approval and correction.

An attempt has been made to make the study as complete as possible in regard to organizations in the United States. For a more complete list of Canadian organizations the reader is referred to *"In Answer to Your Query," A Directory of Child Welfare Resources in the Dominion of Canada,* published by the Canadian Council on Child Welfare. Omission of any one agency in the United States or Canada does not mean disfavor or disapproval. On the other hand inclusion does not necessarily carry with it endorsement of the organization's purpose, methods, or publications.

DISTRIBUTION OF THE AGENCIES THROUGH THE AREAS OF HUMAN EXPERIENCE



As a means of indicating the type of work carried on or the type of materials issued by the 120 organizations here included, the "Areas of Human Experience,"[1] prepared by the International Council of Religious Education for use in analyzing human relations and functions, was made the basis of this chart. The Index on page 72 shows this same distribution in more detail. Since the organizations are listed in each area in which they work or for which they carry materials, duplication is inevitable. The chart is made on the basis of numbers only and gives no indication as to the value of the materials or the efficiency of the work. The omission of denominational agencies from the bulletin makes the charting of the religious area and some of the other areas relatively incomplete.

The lighter sections of the chart indicate the number of agencies including children in their membership. In this number are included agencies organized so that their local units under adult leaders work directly with children, such as the Girl Scouts and Boy Scouts, and

[1] Research Service Bulletin, No. 5, *The Development of a Curriculum of Religious Education*, Appendix C, pp. 41-48.

agencies making special provisions for junior memberships in addition to adult memberships, such as the American Nature Association and the National Association of Audubon Societies. The darker sections of the chart indicate the organizations carrying on work for children but including no children in their membership, such as the American Child Health Association and the American Federation of Teachers. Membership in these organizations is composed of parents, teachers, doctors, or other adults, or is restricted to an employed staff.

Use of the Bulletin

The agencies have been arranged in alphabetical order in accordance with the main words in the titles. If information is wanted about any one organization whose name is known, the description may easily be found.

If information concerning a certain type of work or certain types of materials is wanted, reference to the Indexes on pages 72 and 80 will give the names and page numbers of organizations doing such work or carrying such materials.

The index on page 80 is a simple topical index and needs no further explanation. The outline and explanation of the Index according to Areas of Human Experience is given on page 71.

In securing further information or in ordering materials from some of these organizations, it may be found advantageous to correspond with or to order from the local or state headquarters instead of from the national headquarters whose address is given.

Descriptions of the Agencies Working with and for Children

American Association for Organizing Family Social Work

130 East 22nd Street, New York City
Executive Secretary, Linton B. Swift

The American Association for Organizing Family Social Work is composed of 232 societies known as Charity Organizations, Associated Charities, Family Welfare Societies, Public Welfare Departments, et cetera, with a common purpose and comparable methods and standards of family case work. Each society is pledged to the rebuilding of family life where it has fallen below the normal.

The work of the Association includes: field service to local agencies through a field staff of six persons; yearly publication of a directory of 330 local member and non-member agencies ready to assist in the treatment of any family by calling on natural sources of help in other cities; consultation and correspondence service for local societies in regard to any difficulties; vocational advice and assistance in the placement of trained workers; conducting a four-week institute, and about fifteen special study groups, annually; sponsoring inter-city and regional conferences.

The local member agencies served approximately 300,000 families containing at least 1,400,000 individuals, during 1928.

The Association publishes: *The Family,* a monthly journal on the philosophy and technique of social case work, $1.50 per year; the monthly *News Letter,* an informal four-page bulletin giving developments and news of interest to the field of family social work, 50c per year; the *Directory of Family Social Work Societies,* 50c; *The Family Society,* $1.00; reprints from *The Family,* committee reports, and other material on case work.

American Association of University Women

1634 I Street, N. W., Washington, D. C.
Assistant Educational Secretary, Nell Boyd Taylor

The American Association of University Women has undertaken a national educational program which includes the study of pre-school, elementary, and adolescent education.

This program aims to give college women an objective and scientific understanding of children from birth through adolescence. It also aims to secure an evaluation of the agencies and methods used for the education of children. Through such study it is hoped that the methods of dealing with children may be improved in homes, in schools, and in other centers established for their education.

The following material has been developed to assist the branches in their study work: a department devoted to pre-school, elementary, and adolescent education in each issue of the *Journal of the American Association of University Women;* guidance materials for study groups including outlines, questions for study, bibliographies, and suggestions for keeping records; pertinent pamphlets, reprints, and magazine articles for distribution; a traveling library of 855 books and 597

pamphlets; bulletins containing information concerning—lists of material distributed by the Educational Office, list of reference pamphlets for distribution, annotated lists of books and pamphlets in traveling library, state traveling library service, suggestions for branch programs, suggestions for organization of study groups.

The American Association to Promote the Teaching of Speech to the Deaf

1601 Thirty-fifth Street, N. W., Washington, D. C.
Secretary, H. M. McManaway

The Association was founded and endowed by Alexander Graham Bell to aid schools for the deaf and their efforts to teach speech and speech-reading. In addition to its special work in promoting the teaching of speech and speech-reading to deaf children, the Association, through its active agent, the Volta Bureau, and its official organ the *Volta Review,* encourages the conservation of hearing, the elimination of causes that lead to deafness, the study of lip-reading by the hard of hearing adult, and the correction of defects of speech in children and adults.

Membership in the Association is open to all persons interested in any of the objects of the Association. Active membership dues are $3.00 a year; the life membership fee is $50.00. Every member of the Association has the right to visit the Volta Bureau as often as desired and to read or study the many educational works in the reference library free of charge.

The Association maintains a teachers' agency for the benefit of school officials and parents desiring teachers, and for teachers who desire to change positions or who wish private pupils.

The Association publishes the *Volta Review,* an illustrated monthly magazine, sent to members without extra charge.

American Child Health Association

370 Seventh Avenue, New York City
General Executive, Samuel J. Crumbine, M. D.

The American Child Health Association is a voluntary organization of national scope pledged to the ideal of building a nation of healthy children, with the hope of an increased total of human virility and human happiness.

Its purpose is expressed in the "Child's Bill of Rights": "The ideal to which we should strive is that there shall be no child in America: That has not been born under proper conditions, that does not live in hygienic surroundings, that ever suffers from undernourishment, that does not have prompt and efficient medical attention and inspection, that does not receive primary instruction in the elements of hygiene and good health, that has not the complete birthright of a sound mind in a sound body, that has not the encouragement to express in fullest measure the spirit within which is the final endowment of every human being."

—Herbert Hoover, *President of the Association.*

The Association works toward its goal through five channels or divisions of its work: through discovery of the facts surrounding the health of children and study of ways and means to develop new stand-

ards of health protection; through applied knowledge of preventive medicine; through study and promotion of the teaching and practice of health in the schools; through cooperation with the public health authorities; through printed publications and every other possible medium of publicity.

The Association is supported by bequests, personal gifts, and by the membership fees of $2.00-$5.00 or more. Members receive the announcements of the Association's more important new publications and the *Child Health Bulletin* which is issued about six times a year. Members paying $5.00 receive also the Annual Transactions.

The following show clearly the type of materials the Association publishes, a complete list of which is available: *Dramatizing Child Health,* a book of health plays, with chapters on the writing and producing of plays, the educational value of dramatics, health pageantry and singing and dancing, illustrated, 317 p., $2.00; *School Health Programs from Many Lands,* a report of the Health Section of the World Federation of Education Associations, held at Toronto, Canada, August, 1927, actual school health programs from all sections of the globe, 209 p., 20c; *Play Day—The Spirit of Sport,* directions for organizing play days and descriptions of fifteen, 80 p., 35c; *Signs of Health in Childhood—A Picture of the Optimal Child,* a picture of the healthy child in terms easily understood by the teacher, the parent, and the lay worker, 33 p., 25c; *Seeing is Beliving,* how to visualize health through posters, 12c; The House of Health Series—*The Expectant Mother, The Baby,* and *The Runabouts*—for parents, 10c each. This series has had the reading and counsel of outstanding authorities and is approved by the Associations' Medical Committee.

American Federation of Labor

A. F. of L. Building, Washington, D. C.

President, William Green

The general purpose of the American Federation of Labor is "to improve the conditions of workers in all fields of human endeavor." Since 1881 it has agitated continually for compulsory school attendance and child labor laws which will protect children from industrial exploitation.

When the Federation was organized child labor was a general practice. Intensive agitation has been maintained until many states have enacted legislation prohibiting gainful employment of children under fourteen years of age. The Federation has also tried to raise standards in compulsory school attendance laws. It believes all children should be given an opportunity to develop physically and should have adequate opportunity for education and vocational training, with proper medical service.

The Federation publishes a monthly magazine, the *American Federationist* and other literature dealing with labor and industrial problems and the activities of unions.

American Federation of Organizations for the Hard of Hearing

1601 Thirty-fifth Street, N. W., Washington, D. C.

Secretary, Betty C. Wright

The Federation is an altruistic body devoted to improving the condition of the deafened. It acts in the national and international fields of social work for the deafened; encourages the founding of

local organizations for the hard of hearing; carries on national propaganda in the interest of the deafened and in the prevention of deafness.

"Its aims are to help every deafened person get more out of life; to seek ways and means for eliminating the causes of deafness; to cooperate with medical and health authorites in enforcing stricter quarantine in diseases that carry deafness in their wake, and to work with otologists in checking incipient deafness; to investigate hearing devices; to promote the teaching of speech-reading; to encourage the formation of clubs and leagues for the deafened; and to help in solving the employment problems of the hard of hearing."

The work of the Federation is supported by its constituent bodies; direct, contributing, and sustaining members who pay $2.00, $10.00, and $25.00 or more annually.

Some of the publications of the Federation are: *The Hard of Hearing Child in the Public Schools,* 3c; *The Grade Teacher and the Deafened Child,* Palem, 4c; *Suggested Method of Procedure for Those Desirous of Aiding in the Problem of the Hard of Hearing Child,* 6c; *The Eyes Have It,* dealing with speech reading, 1c; the proceedings of its annual conferences.

American Federation of Teachers
506 South Wabash Avenue, Chicago, Illinois
Secretary, Florence C. Hanson

The American Federation of Teachers is a national professional organization of classroom teachers affiliated with the American Federation of Labor. The purposes of the organization are: to bring associations of teachers into a relation of mutual assistance and cooperation; to obtain for them all the rights to which they are entitled; to raise the standard of the teaching profession by securing the conditions essential to the best professional service; to promote such democratization of the schools as will enable them better to equip their pupils to take their places in the industrial, social, and political life of the community.

Groups of seven or more public school teachers upon application to the Executive Council, and the payment of a fee of $10.00 are granted charters. Membership fees vary with the salary of the individual teacher and carry with them subscription to the monthly magazine, *The American Teacher.* To others, not members, the subscription price is $2.00 per year.

American Foundation for the Blind
125 East 46th Street, New York City
Director, Bureau of Research and Education, Robert B. Irwin
Director, Bureau of Information and Publicity, Charles B. Hayes

The American Foundation for the Blind conducts research in the interest of the blind and partially blind in America, helps to standardize existing work, stimulates new work when needed, and procures publication of books for the blind.

It publishes: *Outlook for the Blind,* a quarterly, $2.00 per year; *The Teacher's Forum,* for instructors of blind children, 5 times a year, $1.00; *A Blind Child and His Reading, A Handbook for Teachers of Primary Braille Reading,* by Kathryn E. Maxfield, $1.75; *Adaptation of Educational Tests for Use with Blind Pupils,* 75c; *A Directory of Activities for the Blind in the United States and Canada,* $2.15.

American Home Economics Association
617 Mills Building, Washington, D. C.
Executive Secretary, Alice L. Edwards

As one phase of its work the American Home Economics Association conducts a program on child development and parental education, designed primarily to serve teachers of home economics who are offering child development courses, and homemakers who are interested in "professional improvement." Through its field worker it conducts field work, a consultation service, studies, and investigations.

Membership in the Association is open to any person interested in the objectives of the Association and shall be through a state home ecomonics association where such exists and functions. State dues vary, but always include $1.00 for dues in the national Association.

The following are the publications that pertain especially to the work of child development or parental education: *Child Development and Parental Education in Home Economics,* a bulletin reporting a survey of courses in child development and parental education offered as a part of home economics instruction in schools and colleges, and listing the colleges conducting day nurseries or having contact with home management houses; *Journal of Home Economics,* a monthly magazine which includes articles dealing with child development and with family relationships and regular abstracts from the periodical literature of this field, $3.00 per year.

American Humane Education Society
Band of Mercy
180 Longwood Avenue, Boston, Massachusetts
Secretary, Guy Richardson

The purpose of the American Band of Mercy is, "to move the heart of every child to be kind toward all that lives—toward all animals, and toward each human brother; to teach the evil of war and violence, the beauty of mercy and of love."

On April 1, 1929, there had been organized over 171,000 local Bands of Mercy, with no less than 5,000,000 members. These Bands of Mercy are in schools of all grades from the primary to the college and in Sunday schools of all denominations, Protestant and Roman Catholic, over the entire United States.

Any boy, girl, man, or woman may sign a pledge card, and thus become a member of the Parent American Band of Mercy, and a Band of Mercy member of the American Humane Education Society. Badges and buttons can be obtained from the central office for a small amount. The following is the pledge which the member takes: "I will try to be kind to all living creatures, and try to protect them from cruel usage."

Our Dumb Animals, monthly organ of the Society, costs $1.00 per year, but is sent free to each new Band.

The American Humane Education Society has a list of the materials they carry and the prices. These include stories about animals, such as *Black Beauty, Beautiful Joe, Friends and Helpers;* pamphlets about animals, such as *What Constitutes Cruelty, How the Birds Help the Farmer,* and *Care of Rabbits; The Humane Bulletin for Use of Teachers,* 12c; colored posters, 17x28 inches with attractive pictures

and verses, six in the set, $1.00; and an educational film, "The Bell of Atri," which is available for motion picture machines. Further information and the complete list of materials and their prices may be obtained from the American Humane Education Society. Sample literature free.

American Junior Red Cross

The American National Red Cross, Washington, D. C.
Director, H. B. Wilson

The Junior Red Cross is a joint enterprise of the Red Cross and the school. Its purpose is "to promote health, to develop the altruistic tendencies in children, to give practice in good citizenship, and to promote international friendliness among the children of the world."

Any school—public, private, or parochial—is eligible for membership in the American Junior Red Cross. Applications for membership must be accompanied by a remittance to cover one subscription to the *Junior Red Cross News* for each classroom in the school, 50c per year for elementary schools or $1.00 for each 100 pupils in secondary schools to pay for *High School Service.* Certificates of membership, buttons, membership rolls, calendars, et cetera, are supplied to schools upon acceptance of their application. Membership in the Junior Red Cross means that the school will carry on a local service program approved by the executive and school committees of the local Red Cross chapter; take part in the national and international program of the American Junior Red Cross; and subscribe to the magazine.

Materials of the American Junior Red Cross include: *High School Service,* designed to meet the needs of secondary schools, $1.00 per year; *Junior Red Cross News,* containing many suggestions of things to do and accompanied each month by a *Guide for Teachers,* containing suggestions as to the curricular use to which the contents of the magazine may be put, for elementary schools, 50c per year; *Calendar of Service Through Activities,* sent to each classroom member of the Junior Red Cross; *How to Enroll Your School; The Junior Red Cross and Its Program; International School Correspondence.*

American Library Association

86 East Randolph Street, Chicago, Illinois
Secretary, Carl H. Milam

The American Library Association is a professional organization of libraries and librarians. Its purpose is to extend and improve library service. It promotes the establishment of libraries where they do not exist. It encourages municipal libraries to extend their service to whole counties. It helps in the establishment of state library extension agencies. It promotes adult education service through libraries and issues a series of reading courses on many subjects for the individual reader. It works for the improvement of education for librarianship and sets standards for library training agencies of all kinds. It issues many publications about library work, book selection and related subjects, and lists of books for distribution by libraries to

patrons. It serves as a bureau of information on nearly all kinds of library work.

On the staff of the Association is a specialist in children's literature engaged in the selection of children's books for bibliographies and catalogs. Among the lists of children's books published by the Association are: *Children's Books for General Reading,* 1929, 300 titles, 10 copies, $1.00; *Graded List of Books for Children,* 1922, cloth, $1.50; *Gifts for Children's Book Shelves,* 1927, 100 titles, $2.00 per 100; *Recent Children's Books,* 1928, 35 titles (supplements *Gifts for Children's Book Shelves*), $1.35 per 100; *A Boy's Book List, A Girl's Book List,* about 30 titles in each, $1.35 per 100.

American Medical Association
Bureau of Health and Public Instruction
535 North Dearborn Street, Chicago, Illinois
Director, John M. Dodson

The American Medical Association is a national organization of the medical profession made up of the combined memberships of the various state medical societies. More than 95,000 physicians are members of the Association, among them many of the leading members of the medical profession.

The Association through its various bureaus and councils investigates nostrums of various kinds; investigates and reports on medicines used by physicians; investigates and reports on the merits of apparatus and methods employed in physical therapy; conducts a clearing house for information concerning medical colleges and hospitals; keeps in touch with federal and state legislative activities of interest to the medical profession so as to safeguard the interests of the physician. The Bureau of Health and Public Instruction seeks to promote the medical and health education of the public by radio talks, by cooperating with other organizations, by promoting special health activities, and in other ways.

The publications of the Association include the following: *The Journal of the American Medical Association,* a medical journal; *Hygeia,* a monthly magazine which interprets to the public the facts regarding scientific medicine, describes the progress of medical science and carries information concerning the preservation of health, subscription $3.00 per year; *Nostrums and Quackery and Allied Matters Affecting the Public Health,* setting forth the facts about various "cure-alls," $2.00; *Your Baby—How He May Be Kept Well,* by L. Emmett Holt and Henry L. K. Shaw, general advice on infant care and feeding, 10c; *Training the Child to Obey,* covering the need of discipline, through rewards and through punishments, 15c; health plays for children—"The Good Health Elves," 17-25 characters, single copies, 15c; "The Trial of Jimmy Germ," 10c; sex education pamphlets—*Margaret, the Doctor's Daughter,* what a doctor father told his twelve-year-old daughter about the origin of life, 25c; *Chums,* a doctor's frank talks to his fifteen-year-old son about life problems, et cetera, 25c; *Health Education,* a program for public schools and teacher training institutions, $1.00.

American Nature Association
1214 Sixteenth Street, N. W., Washington, D. C.
Secretary-Treasurer, Percival S. Ridsdale

"Organized to stimulate public interest in every phase of nature and the out of doors, and devoted to the practical conservation of the great natural resources of America, the American Nature Association seeks to find for nature study an essential place in every school and in every American home. It is working for forest and wild life protection along sane, economic lines. It believes that clean, healthful out of doors recreation is the key to good citizenship."

The Association has led in the movement for protecting and beautifying roadsides by distributing circulars, posters, and other educational matter. It has kept in close contact with other nature organizations, aiding them as it can. It has encouraged nature study in summer camps, has made arrangements for lecture tours, and has supplied nature stories and conservation articles to the public press.

Membership in the Association totals 120,000 and includes children, parents, and teachers. The yearly membership dues of $3.00 includes subscription to the magazine, *Nature Magazine,* and certain pamphlets which may be had upon request. *Nature Magazine,* published monthly, is of interest to the whole family but especially to children in connection with their school work.

Besides the magazine the Association publishes: *Bird and Animal Paintings,* by R. Bruce Horsfall—a book 8½x11 inches, bound in heavy art paper, containing 168 pictures in full colors, accompanied by a concise description of the character and habits of the subject, $1.00 each; *How to Form a Nature Club,* bulletin, 25c; *Nature Almanac,* a handbook of Nature Education, containing reference material, survey of activities in every state and territory, an outline course for school use, a bibliography of nature publications, a nature calendar for each month of the year, and a clear statement of the objects and purposes of Nature Education, 312 p., $1.00; *Our Disappearing Fur Bearers,* in bulletin form, illustrated with colored pictures of the animals, 23 p.; *A Plea for Our Hawks,* illustrated with colored pictures; *Nature and Science Education Review,* a quarterly publication, giving suggestions for nature and science teaching, $1.00 per year.

American Physical Education Association
Box G, Highland Station, Springfield, Massachusetts
Secretary, J. H. McCurdy, M. D.

This is an association of teachers of physical education and some parent teachers associations. Its aims are: "to awaken a wide and intelligent interest in physical education; to acquire and disseminate knowledge concerning it; to promote such universal physical education as will provide well-trained teachers, and secure adequate programs for the nation."

The Association carries on its work through national, district, state, and local conventions, publications and wide distribution of the papers and discussions of these conventions. It is financed by membership dues of $5.00 per year.

The Association publishes the *American Physical Education Review,* monthly, except July and August, $5.00 per year to members and non-members; an annual book list; monographs on special topics.

American Posture League

Metropolitan Tower, 1 Madison Avenue, New York City
President, George J. Fisher, M. D.

The American Posture League is a "national health organization, formed to do scientific and educational work in the standardization and improvement of conditions affecting the posture of the human body."

The work of the American Posture League is done by technical committees composed of orthopedic surgeons and other medical practitioners, physical trainers, school hygienists and educators who have long specialized in the subject of posture. It consists of scientific research; standardization of articles in daily use as they affect posture, such as furniture and wearing apparel; advisory and technical assistance to education, manufacturers, and others; educational work through lectures and through the issuing of educational material, including lantern slides, wall charts, reprints and literature.

The educational material issued by the American Posture League includes the Schematograph, a camera-life instrument used for tracing outlines of the human figure on paper of filing size; wall charts illustrating good and poor standing postures of children and adults; a poster "Ode to Posture" and the Posture Play, based on the ode; a Good Posture Pin for schools and other classes; lantern slides, small slide prints, and reprints.

Active members are those connected with special lines of work or influence related to the purposes of the organization. The dues of $2.00 per year entitle a new member to one copy each of the boy and girl standing posture chart, the "Ode to Posture" poster, an annual report, and to such current material as is being issued during the year. Active school membership dues are $3.00 a year and entitle the institution to two copies each of the wall charts, the "Ode to Posture" poster, two copies of the annual report, and such current material as is being issued during the year. Provisions for life and sustaining memberships are also made, to which anyone interested in the work and objects of the League are eligible.

American School Citizenship League

405 Marlborough Street, Boston, Massachusetts
Secretary, Mrs. Fannie Fern Andrews

The purpose of the American School Citizenship League is "to develop in the minds of children and youth the broad ideas of international justice and world friendship."

All teachers in the schools of the country; students in secondary schools, normal schools, and colleges; and persons otherwise enlisted in the general work of education may become members without the payment of dues by signifying their devotion to the purpose of the League. Any person who pays $1.00 annually is a sustaining member, any person who pays $5.00 annually is a contributing member, and any person who pays $25.00 or more annually is a patron.

The League sponsors a World Essay Contest each year and has prepared material suitable for school use as follows: *A Course in Citizenship and Patriotism,* by Cabot, Andrews, Coe, Hill, McSkimmon, the authorized text of the American School Citizenship League

for grades I-VIII, price $1.90, Houghton, Mifflin Company, publishers; *An American Citizenship Course in United States History,* consisting of five books, the *General Course* for all grades, and *Courses With Type Studies,* Books 1-4, for grades IV-VIII, prices $1.00 and $1.20 each, Charles Scribner's Sons, publishers. The League also issues special plans for the celebration of Armistice Day, November 11th, and World Good Will Day, May 18th.

The American Social Hygiene Association

370 Seventh Avenue, New York City
General Director, William F. Snow, M. D.

The American Social Hygiene Association deals with problems constituting the general field of social hygiene, cooperating with governmental and voluntary organizations all over the world. Through its various departments it gives the following services: keeps the public informed about social hygiene through pamphlets, periodicals, and general publicity; maintains cooperation with other health agencies; furnishes speakers on social hygiene for community programs; constantly studies social-hygiene education, with a view to developing the best pedagogical materials and practice and to stimulating their adoption in schools, homes, and all training agencies; studies and promotes the best protective measures for the prevention of sex delinquency and for the rehabilitation of delinquents; furnishes expert opinion on the forms of laws relating to social hygiene and the best methods of administration for their enforcement; acts as a clearing house for the medical profession on questions related to the social hygiene field; maintains a library of standard books, periodicals, and documents on the various phases of social hygiene.

The Association is supported by contributions and membership dues of $2.00 or more which entitles the member to the *Journal* and such pamphlets as they request.

The Association publishes a monthly periodical, *The Journal of Social Hygiene,* primarily for its members, $3.00 per year to non-members.

The Association also issues a list of books on social hygiene which may be had upon request. It issues pamphlets on special phases of its work, usually costing 10c per copy. Some of these publications are: *Child Questions and Their Answers,* for parents, giving a method of sex instruction; *The Teacher and Sex Education,* by B. C. Gruenberg, a discussion of the opportunities and responsibilities of teachers in regard to sex education, 25c; *The Part of the Church in Social Hygiene,* an appeal for sex education with a religious spirit; *The Way Life Begins,* describing the beginnings of plant, animal, and human life, illustrated, $1.50. Posters, lantern slides, and moving pictures presenting the facts of social hygiene may be secured.

The American Society for Thrift

9 East 46th Street, New York City
Secretary, Henry Randolph Daniel

The purposes of the American Society for Thrift are: "to promote thrift among the people of the United States by education in the principles of saving and economy; by inquiry into the inspiration

of the examples of other nations among whom thrift has a greater development and recognition as a fundamental need for individual and public prosperity, good citizenship and tranquility; by uniting for active inquiry into and discussion of thrift and its phases the organizations and institutions which represent the educational, commercial, industrial, fraternal, civic, municipal, and juvenile forces in the United States; publishing information about thrift, its principles, essentials, and examples; and by causing investigations to be made and discussions to be held on the subject of thrift."

The Society was directly responsible for the creation of the National Committee on Thrift Education through which the schools of the country have been led to take up the idea of introducing thrift in their curricula. The Society also supplies the press with inspirational talks on thrift and a mass of statistics and other data so that the American people are constantly having pointed out to them the values of thrift. The Society has also done everything possible to encourage school savings bank operations.

As the direct result of the work of the Society, there has been issued a textbook entitled, *Thrift Education,* which is being adopted by schools throughout the United States, 15c per copy.

The Society publishes *The Thrift Magazine,* monthly, containing articles on thrift education and giving examples of thrift, 50c per year.

American Sunday-School Union
1816 Chestnut Street, Philadelphia, Pennsylvania
Secretary of Missions, George P. Williams

The American Sunday-School Union was organized in 1924 under its present name, and since that date continuously has been ministering to the otherwise unreached peoples of the rural districts of America. Its purpose is "to establish and maintain Sunday schools and to publish and circulate moral and religious publications." It maintains something more than two hundred missionaries in the field who are now caring for some six thousand rural (largely open country) Sunday schools. It does "Teacher Training" work, holds group gatherings, and annually gathers something more than fifteen thousand boys and girls in daily vacation bible schools. Its publications include a full supply of periodicals for Sunday schools, with special helps for teachers. It also publishes books that are of special value in rural Sunday school work and among smaller Sunday schools.

The American Tree Association
1214 Sixteenth Street, N. W., Washington, D. C.
Secretary, P. S. Ridsdale

"To turn the public thought to the importance of a tree crop every year, just as we have other crops, is the object of the American Tree Association." Any man, woman, child, or organization in the United States will be awarded, without cost, membership in the American Tree Association for planting a tree and registering it with the Association.

Members and any others who request them may secure the following materials free of charge: *Tree Planting Book,* giving information about trees and tree planting and suggestions for tree planting ex-

ercises; *The Forestry Primer,* 3,000,000 copies of which have been distributed to schools; also any information about trees and forests. Another publication is: *Trees as Good Citizens,* by Charles Lathrop Pack, telling how to identify shade trees, how to select varieties for every location, everything about trees, illustrated, 268 p., $4.00.

The American Tree Association conducts a section in *Nature Magazine,* published monthly by the American Nature Association.

Better Babies Bureau, Woman's Home Companion
250 Park Avenue, New York City
Counsellor, Mrs. C. F. Benton

This Bureau, organized to reduce infant mortality, to raise the standard of infant health, and to help mothers to rear better babies, works in the following spheres:

The Expectant Mothers' Circle—Any woman eligible, whether she is a subscriber to the *Woman's Home Companion* or not, may become a member receiving each month a letter of advice and pamphlets on the care of herself and the preparation for her baby by enclosing a self-addressed envelope with 50c in stamps for postage, and stating what month the baby is expected.

The Mothers' Club—Every mother of young children is eligible and need not be a subscriber to the *Woman's Home Companion* to join. Pamphlets, together with monthly letters of instruction on the care and feeding of babies under one year of age will be sent to any mother who sends 50c in stamps and states the age of her baby. There are also leaflets giving diet lists, and other helps for babies of various ages. These are included in the monthly service or may be secured separately for 10c.

The Council Room—Anybody interested in promoting the Better Babies movement through contests, health exhibits, clubwork, et cetera, may write for suggestions and literature. Libraries, milk stations, child-welfare leagues, colleges or schools may secure the set of seven Better Babies Health Posters, 23x26 inches, and literature for distribution.

The Book of Better Babies, 25c, is a birthday book designed to record all the wonderful events of baby's life, besides supplying information on first aid for baby, proper food and clothing, a table of weights, et cetera.

Big Brother and Big Sister Federation
425 Fourth Avenue, New York City
Executive Secretary, Rowland C. Sheldon

"The purposes of the Federation are the promotion of the welfare of children and this particularly by individual and personal effort; the saving of boys and girls from delinquency by individual and personal effort through special volunteer organizations and through cooperation with other agencies, using methods which are now in common use by Big Brother and Big Sister organizations in the United States, Canada, and England; to act in an advisory capacity to such various volunteer organizations as are now in existence; to cooperate wherever and whenever possible with such organizations or similar organizations, with a view to united effort in the common cause; to extend the Big Brother and Big Sister work to various communities

throughout the United States, Canada, and elsewhere; and to exchange ideas and give information relative to Big Brother and Big Sister service."

Instruction is given to workers through the sending out of bibliographies by mail or through local instruction carried on by personal visits of the executive and field secretaries to local organizations.

The Borden Company
350 Madison Avenue, New York City
Director, James A. Tobey

The Department of Health Service distributes free health literature to teachers, to physicians for their patients, and to mothers. During 1928, about eighty thousand booklets were distributed.

Nutrition and Health is distributed to teachers and contains twenty suggested lessons for nutrition classes with poster suggestions and discussion outlines; *Baby's Welfare,* distributed to physicians for their patients, and *Child Health,* distributed to mothers, contain information regarding proper nutrition.

Boy Rangers of America
186 Fifth Avenue, New York City
President, Emerson Brooks

The Boy Rangers of America is an organization for boys from eight to twelve years of age, which came about through the realization of the gap left between the age when boys are beginning to exercise initiative and before they are eligible for membership in the Boy Scouts, or similar adolescent boy organizations.

The objective of the organization is the forming of character on the lines of the Great Laws, to which every member binds himself when joining: trusty, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent.

The means by which this is reached are attractive and interesting to boys of this age, viz.: organization, amusement, and instruction under the inspiration and atmosphere of aboriginal American Indian Life—"playing Indian," and pioneering.

The membership in the movement is approximately 800 lodges, covering 15,000-18,000 boys.

The following are the materials available: *Handbook—Boy Rangers of America,* general description of the aims, program, and rules of the organization, 55c; *The Boy Ranger* the official magazine, for the boys themselves, published bi-monthly, 60c per annum, including Ranger membership; uniforms, Indian equipment, and other materials prepared for the Boy Ranger, Lodge, and Guide. A supply department is maintained at 10 West 23rd Street, New York City.

Boy Scouts of America
2 Park Avenue, New York City
Director Younger Boy Research, H. W. Hurt

In response to insistent calls from the field, plans have been formulated for a leisure time program for boys under Scouting age, 9, 10, 11 years of age. In addition to special meeting programs, between-meeting activities are planned for home and neighborhood groups. Copies of the plan and literature may be obtained from the Boy Scouts of America.

Boys' Club Federation
630 Graybar Building, New York City
Executive Director, C. J. Atkinson

"A Boys' Club is a place where boys of any and every nationality and creed may come in off the streets to read, work, or play under proper supervision. It is for the boy who hasn't always a fair chance —the under-privileged boy. Two out of every three boys in America belong to this underprivileged class." It is organized in the center of a city community or may be in a smaller community. Fees of from 25c to $2.00 a year are charged, but no boy is denied because of finance. "The aim of the Boys' Club is the well rounded development of its members through every normal interest of boyhood—games, handwork, dramatics, camp."

Two hundred sixty-four of these local clubs with a membership of 220,000 including boys from 8-18 years of age are affiliated with the Boys' Club Federation. No fees are charged by the Federation and the following are some of the activities: acts as a clearing house for ideas, methods, and plans relating to Boys' Clubs; issues helpful literature; publishes a magazine on applied ideals in boycraft; holds conferences and conventions; conducts an employment exchange, free for workers and clubs; promotes inter-club competitions in athletics, debating, and vocational work; organizes educational courses for workers with boys; conducts training camps for older boys; provides a field secretary for organizing and counseling with local clubs; conducts a bureau under the supervision of an expert architect; keeps the affiliated clubs posted as to matters of their mutual interest and serves as the medium through which they can work unitedly. Clubs formed in accord with the plans of the Federation and which place no restrictions as to race or creed upon their boy members, are invited to affiliate with the Federation.

Publications of the Federation include the following: *What Is a Boys' Club?*—introductory leaflet, free; *The Round Table,* a quarterly magazine, $1.00 per year; *News Bulletin,* a monthly house-organ, free.

Bureau of Education, United States Department of the Interior
Washington, D. C.
Commissioner, William John Cooper

The Bureau of Education is essentially an advisory agency. Its purpose is: "to collect such statistics and facts as shall show the condition and progress of education in the several states and territories and to diffuse such information respecting the organization and management of schools and school systems and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

In connection with parent education the bureau is active in the following ways: the preparation of educational materials for parent education; conducting studies in the progress of parent education and related fields; rendering, upon request, consulting and advisory service for the development of national and local programs for parent groups and group study leaders. The Bureau issues home education letters on various subjects and has recently issued a service of monthly parent education letters, in mimeograph form.

The following are some of the publications of the Bureau of Education which may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C.: *School Life,* a periodical issued monthly, except July and August—"Its ambition is to present well-considered articles in every field of education which will be not only indispensable to those who work in that field but helpful to all others as well"—50c a year; *Education of Young Children through Celebrating their Successes,* by G. C. Meyers, 5c; *Teaching Health,* by Lucy Oppen, 5c, additional copies, 2c; *Dramatics for Health Teaching,* by Harriet Wedgwood, 5c; *Suggestions for a Program of Health Teaching in Elementary Schools,* by J. Mace Andress and Mabel C. Bragg, 10c; *The Organized Summer Camp,* by Marie M. Ready, 5c; *Games and Equipment for Small Rural Schools,* by J. F. Rogers, 5c; *Who's Who in Healthland,* by Anne Whitney, 10c; **Ten Steps in the Promotion of Health in Rural Schools,* by J. F. Rogers, 5c; *1,000 Good Books for Children,* 5c; **The Child and the Kindergarten,* by Julia Wade Abbott, 15c; *How the Kindergarten Educates,* by L. A. Palmer and M. G. Waite, 10c; **Twenty Good Books for Parents,* No. 21; **The Whole Child,* No. 32.

Bureau of Educational Research, College of Education
University of Illinois, Urbana, Illinois
Director, Walter S. Monroe

The University of Illinois, in connection with its college of education, maintains a Bureau of Educational Research whose function is primarily to be of service to the public schools of Illinois, but which carries on any research which may advance the general cause of education and increase knowledge within the field.

The following are some of the studies which have been published. Single copies of these may be secured free of charge, additional copies at the prices quoted: Bulletins (generally reports of investigations carried on by the Bureau's staff)— No. 38, *The Technique of Educational Research,* by W. S. Monroe and M. D. Engelhart, 50c; No. 39, *Two Illustrations of Curriculum Construction,* by W. S. Monroe, D. A. Hindman and R. S. Lundin, 50c; No. 42, *Ten Years of Educational Research, 1918-27,* by W. S. Monroe, C. W. Odell, M. E. Herriott, M. D. Engelhart, and M. U. Hull, $1.00; Circulars (accounts of minor research and non-research publications)—No. 25, *Measuring Teaching Efficiency,* by W. S. Monroe and J. A. Clark, 20c; No. 41, *Modifying Technique of Instruction for Gifted Children,* by M. E. Herriott, 15c; No. 45, *Teacher's Objectives,* by W. S. Monroe, 15c; No. 49, *Educational Tests for Use in Elementary Schools,* by C. W. Odell, 30c.

Camp Fire Girls
41 Union Square, New York City
Secretary, Lester F. Scott

The Camp Fire organization, whose program is planned especially for girls from 11 to 20 years of age, has an auxiliary organization for girls from 6 to 11 years of age known as the Blue Birds.

*Free copies may be obtained from the Bureau of Education in single copies.

The local unit is a small group under an advanced Camp Fire Girl or adult leader. Each group pays $3.00 a year to the national organization. The purpose of these groups is to provide a program of leisure time activities for the younger girls through the project method.

The membership in this junior organization in 1928 was approximately 35,000.

Materials available for leaders are as follows: All publications for Camp Fire Girls such as the *Handbook;* the *Guardian,* the monthly leaders' magazine; *Everygirl's,* the girls' monthly magazine, $1.00 a year; *Blue Birds,* a leaflet about the organization; *Suggestions and Program Material for Blue Birds,* a mimeographed pamphlet including a bibliography which will be useful to the leader.

The Canadian Council on Child Welfare
406 Plaza Building, Ottawa, Canada
Executive Secretary, Charlotte Whitton

The purpose of the Canadian Council on Child Welfare as given in its constitution is "to promote, in cooperation with the Child Welfare Division of the Dominion Department of Health and the Child Welfare Divisions and organizations of the provinces, and otherwise, the general aims of the Council as outlined hereunder: the creation throughout the Dominion of an informed public opinion on problems in the field of child welfare, and on the observance of sound and scientific principles and practice in the treatment thereof; the arrangement of a national conference on child welfare problems, annually if feasible; the arrangement of district conferences on child welfare problems, as they may be requested, or considered feasible; the arrangement of special conferences on specific problems in the child welfare field as these may be requested or considered feasible; the coordination of the child welfare programs of its constituent members; the prosecution of research and survey in Canadian child welfare problems; the publication of educational material on child welfare problems; the provision, when financially possible, of such special services in the child welfare field as may be requested or found helpful; generally, the coordination of child welfare work and legislation throughout the Dominion to the end that Canadian standards shall not fall below recognized international standards in this field."

Membership in the Council is open to organizations and individuals interested in child welfare, individual membership fee $1.00, organization membership fees, $2.00, $3.00, and $5.00. Publications are sent free to members.

Some of the publications of the Council are: *Canadian Child Welfare News,* quarterly; *Proceedings and Papers of the Annual Meeting and Conference,* annually; *"In Answer to Your Query"—A Directory of Child Welfare Resources in the Dominion of Canada,* 1928; *A Guide to Your Reading on Child Welfare Problems,* a short classified bibliography; *Motion Pictures Children Will Like,* annually; child health stories; child health folders; special publications dealing with the analysis of Canadian child welfare legislation; *Pre-Natal Letters,* a series of nine letters giving pre-natal help and advice, free; posters, "The Gay Adventurers," "Every Canadian's Heritage"; graphic charts and many special publications on health, recreation, legislation, sex education, et cetera.

Canadian National Institute for the Blind
186 Beverly Street, Toronto 2, Ontario
General Secretary, E. A. Baker

The Canadian National Institute for the Blind working through territorial divisions, has as its purpose: "to ameliorate the condition of the blind in Canada."

The work of the Institute and its divisions include such activities as the following for blind children: the preventing of blindness in infants and children; the furnishing of instruction to parents or guardians concerning blind children, so that the mental and physical development of the children may be ensured; the placing of blind children in proper foster homes with the Institute paying any additional cost required for special training on account of blindness; cooperating with the Provincial Department of Education in ensuring academic or technical education for the blind in schools for the blind or through home teachers.

The Library Department circulates books and *Couriers,* a monthly Braille magazine, to blind readers. Publications of the Institute include: *The Canadian National Institute for the Blind,* an annual report; *The Home Training of the Blind Child,* a leaflet of advice to parents; *Report on Blind Children in Canada.*

The Character Education Institution
3770 McKinley Street, Chevy Chase, Washington, D. C.
Secretary, Harry P. McKenna

The Character Education Institution is an organization whose purpose is the carrying on of research on the problems of character education of children. Its membership is voluntary and restricted to official State Superintendents and State Commissioners of Education; Federal Commissioner of Education; Superintendent of Schools, Washington, D. C.; Secretary of National Education Association; Secretary of National Council of Parents and Teachers; Dean of School of Education, George Washington University; Representative of Smithsonian Institute; and Chairman of Character Education Institution.

Work in each state is carried on by collaboration with state departments of Education. The Institution has prepared experimental plans for character education in the elementary schools and the following is the material available: Research Bulletin, Character Education, *Five Point Plan for Character Education,* plans for classroom character education in U. S. A. elementary schools, for use in research for determining the basic points essential to success in school character education, 25 copies, $2.50; *The Children's Morality Code,* for use in above plan, 25 copies, $1.00; *Character Graph,* to be used as a personal rating scale, 25 copies, $1.00; *Character Graph and School Record,* 25 copies, $1.00; *The Scientific Method,* a description, 10 copies, 50c.

All publications may be obtained from the National Capital Press, Washington, D. C.

Child Development Institute
Teachers College, Columbia University
514 West 126th Street, New York City
Director, Helen T. Woolley

The Child Development Institute is one of the departments of Teachers College, Columbia University. Its purpose is the study of child development in its physical, mental, and social phases. It also trains leaders in the field of child welfare and parental education.

The pre-school phase of development is being stressed at present and carried on through research in their two nursery schools and a psycho-educational clinic.

Reports of studies that have been made which may be secured in published form are: *The Solving of Problem Situations by Young Children,* by Augusta Alpert, published among Teachers College Contributions; *Technique for the Study of Child Behavior,* by Dorothy Swaine Thomas, Ph. D. and associates; *An Analytical Study of Teaching in Nursery School, Kindergarten, and First Grade,* by Winifred E. Bain.

Child Life Good Citizenship League
536 South Clark Street, Chicago, Illinois
Editor of Child Life, Rose Waldo
Manager of Child Life Good Citizenship League, Frances Cavanah

The purpose of the League is, "to foster in boys and girls a patriotism that is not only ardent but intelligent and to help them realize their responsibility to their homes, their schools, their communities, and their nation."

Membership in the League is open to any boy or girl who is a reader of the *Child Life* magazine and who tries to live up to the League motto, creed, and pledge. Any teacher whose pupils read *Child Life,* whether or not they are subscribers, may organize a branch league. Membership pins for the boys and girls will be furnished free of charge. The League is sponsored by Rand, McNally and Company, publishers of *Child Life.*

Suggestions may be found in: *Child Life Good Citizenship League Handbook,* which also contains a bibliography of helpful books for branch leagues; *Child Life,* a monthly magazine for children, $3.00 per year.

Child Study Association of America
54 West 74th Street, New York City
Director, Sidonie M. Gruenberg
Director of Study Groups, Cecile Pilpel

The aim of the Association is to prepare material for parental education work, to train leaders in the field of parental education, and to promote parental education through the medium of study and discussion groups, lectures, conferences, institutes, and publications.

Through the medium of study groups practical needs of parents in their parent-child relationships are considered. Groups comprising mothers, fathers, and teachers meet regularly to learn the best current thought in the field of child psychology and training and to benefit by group discussion. By means of groups, training in leadership is

carried on and material developed for use by individual parents and by group leaders. The Child Study Association also cooperates with other institutions in the training of leaders.

The Association publishes specially prepared books, pamphlets, and book lists which embody study group and staff experience. It also issues a monthly magazine, *Child Study,* which contains special articles, reviews of educational books, reports of lectures, and news in the field of child study.

Complete lists of the publications and their prices may be obtained from the Association, among them are the following: Books—*Guidance of Childhood and Youth,* $1.50; *Outlines of Child Study,* $1.25; *Concerning Parents,* soft cover, $1.00; Pamphlets—*Music for Children,* 35c; *Sex Education,* 10c; *Studies in Child Training,* on such topics as obedience, habit formation, et cetera, 10c; *Book Lists for Children's Reading.*

Child Welfare Committee of America
730 Fifth Avenue, New York City
President, August Heckscher

The Child Welfare Committee of America has for its aim the following: "to secure home life for normal dependent children in preference to institutions; to secure Mothers' Allowance laws in states having none; to urge adequate appropriations for home aid; to promote proper laws affecting adoption, boarding out and placing out of dependent children; and to aid in the enforcement of these laws." There is a States Council comprising volunteer representatives in practically every state.

The Committee has as its slogan—"A Home for Every Child—No Pauper Child in the United States."

The publications, which are available to interested individuals, deal mainly with the work of the Child Welfare Committee. Some of them are: *The Child Meets the Family,* by Dr. Hallowell Davis; *Every Woman's Child in a Home,* by Sophie Irene Loeb; *American Legion's Interest and Activities Among Dependent Children,* by John D. Crowley; *Our Orphaned Asylums,* by Dr. R. R. Reeder; *The Federal Government and the Dependent Child,* by Hon. W. W. Husband; *Care of Dependent Children,* by Hon. James J. Davis; *Broken Orphanages,* by Dr. Armand Wyle; *International Cooperation for Child Welfare,* by Charles C. Bauer; and pamphlets on child welfare in other countries such as China, India, Hungary, Roumania, et cetera.

Child Welfare League of America
130 East 22nd Street, New York City
Executive Director, C. C. Carstens

The purposes of the Child Welfare League of America are: "securing a better understanding of child welfare problems and of the means of their solution; development of better standards and methods in different forms of work with children, first among its members, and then in the country at large; intensive study of certain fields of children's work, making available the results of such study and of other valuable investigations in these fields; assisting groups of citizens to plan their work for children so as to bring the largest measure of good returns."

Membership in the League consists of 139 child placing agencies, institutions, bureaus, and other organizations caring for dependent, delinquent, and neglected children. Services rendered to members and others include: field service for making constructive criticism of the agencies' work; studies of single agencies to suggest improvements; community planning in children's work; assistance to non-social service groups, such as fraternal orders, civic clubs, religious bodies, et cetera; Inter Society and International Service in the exchange of case work, and of publicity and financial plans; case work training made available to all children's organizations; country-wide information and correspondence service on the status and needs of child welfare work in the various states and cities; regional conferences held for staff and executive discussion; annual institute for executives in which advanced training is available; loan library for members, of selected books and pamphlets on child welfare.

Publications of the League include: *Bulletin,* $1.00 per year, (monthly); Pamphlets—*What Dependent Children Need,* 25c; *Case Study No. 1* (3 parts), 30c per set; *Case Study No. 2* (*David*), 25c.

Children's Bureau, United States Department of Labor
Washington, D. C.
Chief, Grace Abbott

The purpose of the Children's Bureau of the United States Department of Labor is: "to investigate and report upon all matters pertaining to the welfare of children and child life among all classes of our people, and especially to investigate the question of infant mortality, the birth rate, orphange, juvenile courts, desertion, dangerous occupations, accidents, and diseases of children, employment, legislation affecting children in the several states and territories."

The Bureau has been responsible for the Federal administration of the Act of November 23, 1921, for the promotion of the welfare and hygiene of maternity and infancy, under which Federal aid is granted to states for maternity and infancy work. This act, unless extended by Congress, will expire June 30, 1929.

The work of the Bureau includes collection and analysis of facts about children, gathered by first hand investigation and by library research; dissemination of these facts, through various channels to the people of the country; cooperation with the states; cooperation with public and private organizations.

A complete list of the publications of the Bureau is available. Some showing the types of material included are: *The Promotion of the Welfare and Hygiene of Maternity and Infancy,* 1928; *Habit Clinics for the Child of Pre-School Age,* their organization and practical value, by D. A. Thom, 1924, 10c; *Play and Recreation,* outlines for study, 1925, 10c; *Child Management,* by D. A. Thom, 1927, 5c.

Single free copies of these publications may be secured from the Children's Bureau; additional copies may be secured from The Superintendent of Documents, United States Government Printing Office, Washington, D. C., at the prices quoted.

The Children's Bureau has produced several motion pictures and a number of film strips and has purchased or designed models, posters, charts, and maps, which may be borrowed for exhibit purposes. One of the posters, "The Health of the Child Is the Power of the Nation," colored, 18x24, may be secured free of charge.

The Children's Foundation
Valparaiso, Indiana
Secretary, L. G. Hensel

"The Children's Foundation has for its objects the study of the child and the dissemination of knowledge promotive of the well-being of children." The first undertaking of the Foundation was the preparation and distribution of the book, *The Child: His Nature and His Needs,* which is an appraisal and a synopsis of present-day knowledge relating to the nature, well-being, and education of children, in form for use by those in immediate contact with children. Over 100,000 of these books have been distributed, at the price of $1.00 per copy, 516 p.

Cleanliness Institute
45 East 17th Street, New York City
Director School Department, Julia B. Tappan

Cleanliness Institute, sponsored by the Association of American Soap and Glycerine Producers, is an organization which, cooperating with the public school and health organizations, is endeavoring to discover facts concerning cleanliness and then through sound educational methods to make these facts part of the experience of young life of the country. "It deals with cleanliness in its broadest scope—not only practical questions of health, comfort, and efficiency, but also the relation of cleanliness to self-respect, behavior, character, aesthetics, and the higher values of life."

The Institute maintains a library of books and pamphlets dealing with cleanliness in all its phases. *Cleanliness, a List of Recent Publications,* is a bibliography of cleanliness books, pamphlets, and bulletins contained in the Institute Library or in neighboring libraries. This library may be utilized by persons interested.

The Institute has prepared the following materials for use with children: *The Animal Way,* by Jean Broadhurst, illustrated in full color, 1928, 64 p., for kindergarten, first, and second grades; *After the Rain,* by Grace T. Hallock, cleanliness customs of children in many lands, illustrated in full color, 1927, 112 p., third, fourth, and fifth grades; *A Tale of Soap and Water,* historical progress of cleanliness and sanitation through the ages, written and illustrated by Grace T. Hallock, 96 p., sixth, seventh, eighth, and ninth grades.

Free distribution (limited to United States territory): a limited edition of each book is distributed free of charge and is restricted to the grades for which each book is prepared. Review copies are free to administrators. When requesting copies for teachers, state number of teachers of each grade for whom books are desired. Single review copies are available to teachers. It is necessary for teachers to state the grade or grades when making requests so that suitable material may be sent.

Publications at Cost: the publications are sold at cost. Prices include postage or express.

Committee on Child Development
National Research Council
B and 21st Streets, Washington, D. C.
Executive Secretary, Mervin A. Durea

The general purpose of the Committee on Child Development is to stimulate, coordinate, and integrate research in child development. It does not sponsor individual research projects except as such projects may be prosecuted through appointment of Fellows and Scholars. The Committee is responsible for the planning of bi-annual conferences, at which time plans for and reviews of research are brought together.

The publications of the Committee are: *Child Development Abstracts and Bibliography,* six numbers per year, $5.00; *Directory of Research in Child Development,* 50c.

Committee on World Friendship Among Children
289 Fourth Avenue, New York City
Secretary, Mrs. Jeannette W. Emrich

The Committee on World Friendship Among Children instituted by the Commission on International Justice and Goodwill of the Federal Council of the Churches of Christ in America has carried on two friendship projects among children—the sending of Doll Messengers of Friendship to the children of Japan, followed by the reception of the Japanese Doll Ambassadors of Goodwill, and the sending of Friendship School Bags to the children of Mexico.

They are now initiating a third friendship project, the sending of Treasure Chests to the children of the Philippines. Information concerning the project may be secured from the Committee.

Cream of Wheat Company
Dept. 1 G., 27 North Fifth Street, Minneapolis, Minnesota
Secretary and Assistant General Manager, G. V. Thomson

The Cream of Wheat Company through its H. C. B. club for boys and girls furnishes a program for teaching children to eat a hot, cereal breakfast. It issues colored health posters to children, containing a letter regarding the club on the back, and a chart for the recording of hot cereal breakfasts on the bottom. By sending in this chart showing that the child has eaten a hot cereal for breakfast three times a week for four weeks, the child becomes a member of the H. C. B. Club and receives the club button.

They also furnish card pictures and contest plans for schools, outlined in the pamphlet, *A Program for Teaching Health Habits,* planned by Jeanette Baughman, Parker Practice School, Chicago Normal College; and publish a booklet, *The Important Business of Feeding Children.*

The Department of Elementary School Principals of the National Education Association of the United States
1201 Sixteenth Street, N. W., Washington, D. C.
Executive Secretary, S. D. Shankland

The Department of Elementary School Principals is a department of the National Education Association having as its purpose: "to study the field of education, its needs and how to meet them, and to

publish educational material by educators in elementary education and others to promote the interests of education."

Membership in the Department in addition to membership in the N. E. A. requires payment of a $3.00 membership fee, and includes a year's subscription to the Department Bulletin and a copy of the yearbook.

Publications of the Department are: *Bulletins* issued October, January, and July; Yearbooks—*Projects in Supervision,* Sixth Yearbook, 1927, 260 p., $2.00; *The Elementary School Principalship,* Seventh Yearbook, 1928, $2.00; *Activities of the Principal,* Eighth Yearbook, 1929, $2.00.

Department of Pensions and National Health, Division of Child Welfare

Ottawa, Canada

Chief of the Division of Child Welfare, Helen MacMurchy, M. D.

The Act of the Canadian Parliament establishing the Department of Health gives the following under the "Duties and Powers of the Minister": "cooperation with the provincial, territorial, and other health authorities with a view to the coordination of the efforts proposed or made for preserving and improving the public health, the conservation of child life and the promotion of child welfare."

The Department has issued several series of "Little Blue Books": the Mother's Series, including *How to Take Care of the Baby* and *How to Take Care of the Mother;* the Home Series, including *Beginning a Home in Canada* and *How to Avoid Accidents and Give First Aid;* the Household Series, including *Canadians Need Milk* and *How We Cook in Canada;* the National Series, including *Child Welfare Work and Workers in Canada for Children Not in Their Own Homes.* Other publications include: *Handbook of Child Welfare Work in Canada;* the *Canadian Mother's Book;* and *Maternal Mortality in Canada.* These books may be secured free of charge on application to the Deputy-Minister.

The Department of Superintendence of the National Education Association of the United States

1201 Sixteenth Street, N. W., Washington, D. C.

Secretary, S. D. Shankland

The National Department of Superintendence is a department of the National Education Association, having as its purpose: "to promote the general educational welfare in the field of administrative education and supervision, to make constructive studies, to further the effort and increase the efficiency of persons engaged in education, to foster professional zeal, to advance educational aims and standards, to protect and advance the interests of school administration, and to establish and maintain helpful friendly relationships."

Membership in the Department in addition to membership in the N. E. A. requires payment of $5.00 dues and includes subscription to the yearbook and other publications.

Publications of the Department are: *The Elementary School Curriculum,* 1924 Yearbook, $2.00; *Research in Constructing the Elementary School Curriculum,* 1925 Yearbook, $2.00; *The Nation at*

Work on the Public School Curriculum, 1926 Yearbook, $2.00; *The Junior High School Curriculum,* 1927 Yearbook, $2.00; *The Development of the High School Curriculum,* 1928 Yearbook, $2.00; *The Articulation of the Units of American Education,* 1929 Yearbook, $2.00.

Drama League of America
410 South Michigan Avenue, Chicago, Illinois
Executive Secretary, Sue Ann Wilson

The Drama League of America is an eleemosynary organization whose purpose is to stimulate interest in the drama, to encourage and support such plays as may be deemed worthy, to disseminate information concerning the drama and its literature, and to coordinate the amateur efforts of the country. Organized twenty years ago, its work became nation-wide, and has continued so throughout its existence. It is a democratic organization with which anyone interested in the drama may become affiliated, and it is entirely supported by its membership fees.

Early in its existence a junior department was organized to work with children and lead them to a knowledge of good drama. Through the national work and that of its affiliated centers, its efforts unquestionably revolutionized the whole attitude of schools toward drama study and production. Play production has more than tripled in the schools while the quality of the plays and the sincerity of the players bear witness to the fact that drama is now considered a cultural necessity.

The junior committee has carried on a very important advisory work. It prepares lists of plays suitable for children to act, and is ready to confer at any time with leaders or directors who desire help and advice in work with children. It recently conducted a national survey of drama work among the children in schools and communities, reports of which appeared in *The Drama* magazine in 1928. It has promoted junior play contests which have resulted in the publication of the Junior Drama League Series of plays for children.

The publications of the Drama League of America suitable for children are: a Recommended List of Plays for Children with supplements, 25c; The Junior Drama League Series published by Doubleday, Doran and Company, consists of *Dickson Goes to the Fair,* by Alice W. Alden, $1.50; *The Elf of Discontent,* by Rita Benton, $2.00; *By the Clock,* by Alice C. D. Riley, $1.50; *Old King Cole,* by Josephine Krohn, $1.50; and *Three to Make Ready,* by Louise Ayres Garnett, $1.50. Children's plays and pageants have been printed in *The Drama* magazine, back copies of which may be secured from the League, and seasonal play lists and special programs appear in the same periodical from time to time. A full list of Drama League publications may be secured from headquarters.

Earnshaw Knitting Company
Newton, Massachusetts
General Manager, W. A. Alexander

Earnshaw Knitting Company, manufacturers of baby clothes, issues the following free pamphlets: *Baby's Outfit,* on care and dressing of baby; *The Toddler,* the care and training of the child from 2-6 years of age.

Elizabeth McCormick Memorial Fund

848 North Dearborn Street, Chicago, Illinois
Director, Mary E. Murphy

The purpose of the Elizabeth McCormick Memorial Fund is "to improve the condition of child life in the United States," and in working to achieve this, it has devoted its efforts especially to the field of health.

It promotes and standardizes open-air schools, maintains the national file of such schools, and, upon request, will furnish information concerning construction, standardized equipment, and methods. It has made an intensive research into the health status of more than 1,000 school children of the elementary schools of Oak Park, Illinois, by means of physical examinations, measurements of physical growth, dental examinations, and progress through grades. A three-year study of the effect of intensive health instruction has been made of 452 elementary school children in Joliet, Illinois, the results of which are now being tabulated. The criteria for measuring these results included in part physical, psychological, educational, anthropometrical measurements, and grade progress. Additional studies from these data are being made from time to time. Activities are carried on in general health education and in nutrition. Its health education work is now extended into a hospital and dispensary.

The Fund cooperates with social agencies and institutions in establishing standards for the physical care and welfare of children. Special emphasis is placed upon the responsibility of the home for health and welfare of the child. Therefore, its plans include a variety of methods for the education of parents in child care.

The pre-school division conducts a program of physical care in two nursery schools and is prepared to render service to day nurseries and other organizations caring for young children.

The Fund is prepared to furnish lecturers from its staff.

A reference and loan library containing several thousand volumes and standard periodicals dealing with child welfare is maintained by the Fund.

Some of the Fund's publications are: *The Well Baby Primer,* by Caroline Hedger, M. D.; *The Well Child From Two to Six Years,* by Caroline Hedger, M. D.; *An Investigation of the Health of School Children; Methods of Health Instruction in the Elementary School,* by Carolyn Hoefer; *The Influence of Improvement in Physical Condition on Intelligence and Educational Achievement,* by Carolyn Hoefer and Mattie Crumpton Hardy; *Later Development of Breast Fed and Artificially Fed Infants,* by Carolyn Hoefer and Mattie Crumpton Hardy; *Food for Your Child; Menus for the Day Nursery.*

The Eye Sight Conservation Council

Times Building, New York City
General Director, Guy A. Henry

The Eye Sight Conservation Council of America is an independent, voluntary membership organization conducting a national, educational campaign to promote betterment of vision by arousing public interest in the importance of eye hygiene and care of the eyes. To attain this end the Council disseminates knowledge relating to the need

and value of correcting eye defects, to the protection of the eyes against various hazards in industry and excessive light and heat, and to the importance of proper illumination.

This work is carried on chiefly through organized publicity; the distribution of publications to individuals and organizations in a position to influence public opinion and to improve social, economic, educational, and industrial conditions; lecture work; educational news stories, and special articles. Special attention is given to the furtherance of the message of eye care through the public school. The Council has a field secretary who devotes his entire time to delivering illustrated lectures in the public schools, Y. M. C. A.'s, before parent-teachers' associations, civic organizations, groups of industrial workers, et cetera. Lantern slides with accompanying lecture material may be rented or purchased.

Inquiries are welcomed from all interested in eye care especially teachers and parents. The following are some of the publications available: *Conservation of Sight,* a pamphlet with pictures visualizing how things look comparatively to normal and defective eyes, 10 for 34c; Folders—*A New World to Him,* 25 for 14c; *The Eyes of the Child,* 25 for 14c; *Cross-Eyed Mary,* 25 for 14c; *The Responsibility of a Teacher,* 25 for 14c; Vision Charts for Schools, 1 for 14c, postage prepaid, quantities of ten or more, 8c each; Bulletin No. 2, *Eye Sight Conservation Day in Schools,* program plans for school use, 8c each; Bulletin No. 6, *School Lighting as a Factor in Saving Sight,* 16c each.

Federal Board for Vocational Education

200 New Jersey Avenue, N. W., Washington, D. C.
Chief, Home Economic Education Service, Adelaide S. Baylor

The Federal Board for Vocational Education was created by the Vocational Education Act, approved February 23, 1917. The act provided a scheme of cooperation between the Federal Government and the states for the promotion of vocational education in the fields of agriculture, trade and industry, home economics, and commerce.

The Federal Board does not undertake the organization of vocational education, but handles the money which is granted to the states, examines the plans set up by the states, cooperates with state staffs in improvement programs in states, and carries on some research of a general nature.

In the vocational home economics departments of the public schools, and in part-time classes, courses in child care and training are given to girls over 14 years of age, and in evening classes to adults. Such courses are also given in the teacher training institutions for the pre-employment training of teachers of vocational home economic schools and classes. This work deals largely with the establishment of habits of right living in children, especially with relation to food, clothing, shelter, recreation, and family relationships. The Federal Board cooperates with the states in the development of their programs and supplies some funds toward the salaries of teachers and teacher trainers where the vocational program is inaugurated.

Federal Board for Vocational Education, Bulletin No. 1, *Statement of Policies,* 1927, explains the principles under which the Federal Board carries on its work, 20c.

Federated Council on Art Education
Carrollton and Lafayette Avenues, Baltimore, Maryland
Secretary, L. L. Winslow

The Federated Council on Art Education consists of a small group of men and women who have been appointed to act as representatives of national and sectional associations interested in art education. This official group is limited to the number of associations represented and is composed of three representatives, or delegates from each association.

"For the present the Council acts as a clearing house, undertaking to make careful studies of a number of problems which have confronted the various associations represented in the field of art education. Acting solely as the representative of the larger bodies, the Council members feel that its function is more or less confined to the task of investigation, council, and recommendation."

Some of the pamphlets and reports of studies published by the Council are: *Aims, Purposes, Organization,* a pamphlet describing the organization, 5c; *Report of the Committee on Elementary School Art,* a summary of the objectives, minimum essentials, and general suggestions for the art instruction of the elementary schools of the United States, 10c; *Report of the Committee on Terminology,* 50c.

Girl Scouts
670 Lexington Avenue, New York City
National Director, Mrs. Jane Deeter Rippin

The Girl Scout Organization is an organization for girls whose purpose is "to help girls realize the ideal of womanhood as a preparation for their responsibilities in the home and service to the community." Main emphasis in the organization is upon the program for girls from 10-18 years of age, but a program is also planned for girls from 7-10 years of age who are called Brownies. The total membership as of December 31st, 1928, was 190,309.

The organization unit is the Girl Scout Troop or Brownie Pack which is led by an adult leader under the supervision of a community committee or a local council of adults who present Girl Scouting to the community. The members of the council should represent the various social, educational, and religious organizations of the community. Each Girl Scout pays a registration fee of 50c to the national headquarters; each Brownie pays 25c per year.

The activities of a local unit revolve around outdoor living, homemaking, and community services, aiming through these at character development and happiness. The Brownie Packs follow the Girl Scout ideals and lead up to the Girl Scout work, but do not use the same type of activities. Imagination—use of fairy lore—is the keynote of the Brownie program.

The following outline the work of the organization and provide program materials: Girl Scout materials—*Girl Scout Handbook,* for every Girl Scout leader and for every Girl Scout, 80c; *Girl Scout Gamebook,* 60c; *The American Girl,* the girl's own monthly magazine, $1.50 per year; and many others, such as song books, nature materials, the uniform, and equipment for the individual Girl Scout and for the troop. Brownie material—*How to Start a Brownie Pack,* an introductory leaflet; *The Brown Book for Brown Owls,* the leader's book, 50c; *Brownie Games,* 50c; the Brownie uniform, insignia, et cetera.

Home Missions Council
105 East 22nd Street, New York City
Executive Secretary, William R. King

The Home Missions Council is composed of home mission boards and societies united to promote cooperation among denominations at work in home mission fields. In cooperation with the Council of Women for Home Missions, it is supporting six religious work directors at eight Government Indian schools. Information concerning this work may be secured from the Home Missions Council or the Council of Women for Home Missions.

Institute of Character Research
University of Iowa, Iowa City, Iowa
Director, Edwin D. Starbuck

The Institute of Character Research affiliated with the University of Iowa offers graduate and under-graduate courses in character education and conducts research on the various aspects of the problem. The studies that have been carried on or are in progress are along four main lines: the right content of a character training curriculum; the proper placement of materials; the best methods of character training; and the discovery of elements, mental and social, which are involved in "character" or "personality."

The following are the published studies concerning work with children: *A Guide to Literature for Character Training,* Vol. I—*Fairy Tale, Myth, and Legend,* by Starbuck and Shuttleworth, The MacMillan Company—This is the first volume of a complete "guide." It contains two lists of titles of books and selections in books, the book list and the situation list, both classified according to school grades and ranked according to degree of excellence—$2.00; *Untruthfulness in Children: Its Conditioning Factors and Its Setting in Child Nature,* by W. E. Slaght, University of Iowa Studies, Studies in Character, Vol. I, No. 4, a study by laboratory methods of a group of consistently truthful and a group consistently untruthful children, $1.00; *Measurement of the Comprehension Difficulty of the Precepts and Parables of Jesus,* University of Iowa Studies, Studies in Character, Vol. II, No. 1, $1.00.

Institute of Social and Religious Research
230 Park Avenue, New York City
Executive Secretary, Galen M. Fisher

The Institute of Social and Religious Research was organized as an independent, non-ecclesiastical agency in 1921. It conducts and publishes scientific studies and surveys, primarily concerning religious institutions and forces in their relations with other social factors.

Some of the published reports of studies and surveys carried on by the Institute of Social and Religious Research are: *The Springfield Church Survey,* a study of organized religion with its social background, by H. Paul Douglass, George H. Doran Company, 75c; *The Church in the Changing City,* case studies illustrating adaptation, by Paul H. Douglass, George H. Doran Company, $4.00; *Churches of Distinction in Town and Country,* edited by Edmund DeS. Brunner, $1.50; *The Religious Education of Protestants in an American Com-*

monwealth, by Walter S. Athearn, the first volume of "The Indiana Survey of Religious Education," $5.00; *Negro Problems in Cities,* a study made under the direction of T. J. Woofter, Jr., Doubleday, Doran and Company, $2.50; *Immigrant Farmers and Their Children,* by Edmund DeS. Brunner, with four studies of Immigrant Communities, Doubleday, Doran and Company, $2.75.

International Association of Lions Clubs
332 South Michigan Avenue, Chicago, Illinois.
Secretary-Treasurer, Melvin Jones

Lions Clubs, located in every state in the union, in the majority of Canadian provinces, and several foreign countries, are non-political, non-sectarian organizations composed of representative business and professional men who feel an interest in the welfare and progress of their city and community. Their purposes are: "to promote the theory and practice of the principles of good government and good citizenship; to take an active interest in the civic, commercial, social and moral welfare of the community; to unite the members in the bonds of friendship, good fellowship, and mutual understanding; to provide a forum for the full and free discussion of all matters of public interest, partisan politics and sectarian religion alone excepted; to encourage efficiency and promote high ethical standards in business and professions, provided that no club shall hold out as one of its objects financial benefits to its members."

These local clubs carry on many activities related to child welfare, education, health, and moral education. The publications of the Association for the promotion of these activities include: *Suggestions for Making Survey of Community Child Life,* One Hundred and One Activities Suggestions; *The Moral Code for Youth,* plans and suggestions for its use; *Studies in Conduct,* textbook based upon the Moral Code; the *Monthly Braille Magazine,* for blind children; and *The Lion.* a monthly magazine.

International Boys' Work Council
244 William Street, New York City
Executive Secretary, William Lewis Butcher

The International Boys' Work Council is made up of a cross-section of business men and boys' work executives. Its purpose is: "to act as a general clearing house for all groups and organizations interested in boys and boys' work; to furnish local communities with disinterested information concerning boys and their problems; to advise and assist in the organization of local boys' work councils; to bring together, from all parts of the United States, Canada, and other nations, representative workers for boys, representatives of business men's organizations, and all those interested in boys and their problems."

The Council publishes the proceedings of its annual conferences, the bulletin, and other information, sent free to its members. Membership dues: $5.00 for individual members, $10.00 for local organizations $25.00 for national or international organizations.

The International Council of Religious Education

5 South Wabash Avenue, Chicago, Illinois

General Secretary, Hugh S. Magill

Director of Children's Work, Mary Alice Jones

The International Council of Religious Education is an organization composed of representatives elected by forty-one cooperating evangelical denominations and also representatives elected by the different state and provincial councils of religious education, with additional representatives selected at large because of special qualifications. The administrative work of the Council is carried on by the General Secretary and staff constituted as a Board of Educational Administration.

The primary functions of the International Council are defined by the General Secretary in his last annual report as follows: (1) "It is the accredited agency of the cooperating denominations through which they combine their educational resources for the accomplishment of certain desired results in the development of their denominational programs." (2) "It is the accredited agency through which the educational forces of the cooperating denominations work out the technique of interdenominational and interchurch cooperation in religious education."

In the organization of the Council there is a board of trustees having charge of the business affairs between the annual meetings, and an Educational Commission, with a number of sub-committees, which makes recommendations to the Council with respect to educational policies and programs, construction of lesson courses and curricula, leadership training, and investigation and research.

There are sixteen professional advisory sections made up of professional workers, both denominational and interdenominational, representing the different phases of religious education, such as children's work, young people's work, leadership training, et cetera. Approximately eight hundred of these professional workers attended the meetings of their several sections held in connection with the last annual meeting of the Council in February, 1929. Each section elects a consulting member of the Educational Commission, and a consulting member of the Council.

The publications of the Council include the *International Journal of Religious Education,* $1.50 per year; a *Year Book* including the reports and minutes of the annual meeting, and a carefully compiled directory, $1.00; standards for the Sunday school, the vacation church school, and the weekday church school, and for each of the different departments of the church school, 20c each; educational bulletin in the field of teacher and leadership training; research bulletins on organization and curriculum, and other subjects; and departmental bulletins and pamphlets, such as *The Beginners' Department of the Church School,* 5c; *The Primary Department of the Church School,* 5c; *The Junior Department of the Church School,* 5c. In addition, the Council issues thousands of pages of mimeographed materials growing out of the work of the various committees and sections.

International Dental Health Foundation for Children
755 Park Avenue, New York City
President, Louise C. Ball

The International Dental Health Foundation for Children is a non-commercial, educational organization, incorporated in 1925, and supported by voluntary donations.

The following publications are offered by the Foundation in connection with their dental health educational work in the United States, Canada, South America, England, South Africa, and China: *Denticuring Bulletins,* helpful information on how to take care of the teeth at home, what to chew and how to chew it as well as good general dental health habits; The Certificate of Merit for excellent effort in dental health, given to children as a form of acknowledgment for following correct habits of eating and caring for the teeth, to be used with a red or gold seal, or embossed with the imprint of the Foundation; The Practical Food Chart, helpful rules for correct combinations of food, designed to hang on the kitchen wall; Toothbrushing and Denticuring Wall Charts, to keep a record of the tooth brushing and good dental health habits; twenty beautifully colored slides which reproduce Tont Sarg's paintings of the "Dental Riddlegrams," with a typewritten story giving the answer to each riddle and the material necessary for classroom work; "Say It With Pearls," an interesting education film dealing with nutrition hints and the home care of the mouth. All reels are made on safety stock, standard 35 mm. width and 16 mm., and may be rented at a nominal fee or purchased outright.

For price apply to International Dental Health Foundation for Children, Inc., 755 Park Avenue, New York City.

International Kindergarten Union
1201 Sixteenth Street, N. W., Washington, D. C.
Executive Secretary, Charlotte B. Norton

The purpose of the International Kindergarten Union is to "gather and disseminate knowledge of the kindergarten movement throughout the world, to bring into active cooperation all kindergarten interests, to promote the establishment of kindergartens, to elevate the standard of the professional training of the kindergartner, and to coordinate with pre-school and primary interests."

Membership in the Union is open to individual teachers or others interested and to local branches in the United States or in other countries. Membership fee, $1.00 per person, national; $3.00 state dues.

Publications of the Union are: *Journal of Childhood Education,* issued 10 times a year, $2.50 per year; *Practice Teaching, A Suggestive Guide for Student Teachers,* $1.00; *Equipment and Supplies, Nursery, Kindergarten, Primary,* 50c; *Selected List of Poetry and Stories for Kindergarten, First and Second Grades,* 25c; *A Study of the Vocabulary of Children Before Entering and First Grade,* 25c; reprints from *Childhood Education,* 10c.

International Order of the King's Daughters and Sons
Room 427, 250 Park Avenue, New York City
Executive Secretary, Helen H. Menet

The purpose of the Order is to "develop spiritual life and to stimulate Christian activities." Membership in local and state branches and in the International Order is open to any person "whose purpose and aims are in accord with its objects, and who hold themselves responsible to the King, our Lord and Savior, Jesus Christ." Dues for International membership, 25c annually.

Some of the activities of the Order and its branches are: conducting children's homes; supporting day nurseries; sponsoring play grounds; providing hospitals and homes for blind, crippled, and epileptic; work among shut-ins.

A junior membership is provided for young people from cradle roll up to 18 years of age and includes about 5,000. Materials for organization of circles will be supplied upon request.

The International Society for Crippled Children
800 Lorain County Bank Building, Elyria, Ohio
Executive Secretary, Harry H. Howett

The International Society for Crippled Children is an organization interested in the care, relief, education, and employment of crippled children and physically disabled persons. It acts in a stimulating and coordinating capacity in state, national, and international fields encouraging the founding of state and national societies ordained to coordinate all existing interested agencies. It believes that the problem of the cripple is a state or national responsibility and that responsibility will be assumed only when there is an intelligent organized private agency stimulating and supporting public officials. Therefore, the International Society for Crippled Children is a federation of state societies for crippled children.

The Society believes that the solution of the problem of the cripple depends upon: (a) preventing the causes of crippling conditions; (b) finding cripples as early in life as possible; (c) bringing to them as close to their own homes as possible expert diagnoses, adequate hospital facilities, special public school classes, hospital classes, and home teachers; and (d) the changing of the public attitude toward deformity so that cripples who are properly trained may secure remunerative occupations.

The work of the International Society for Crippled Children is supported directly by contributing, sustaining, active, associate, and life memberships in addition to contributions made by the affiliated state societies.

The Society published in 1924 a book entitled, *The Care, Cure and Education of the Crippled Child,* by Henry Edward Abt, $3.50; it also publishes bi-monthly, for $1.00 per year, or 25c per copy, *The Crippled Child* Magazine.

International Society of Christian Endeavor
41 Mount Vernon Street, Boston, Massachusetts
General Secretary, Edward P. Gates

The International Society of Christian Endeavor assists in the support and extension of Christian Endeavor in the United States and in twenty-three foreign countries. Christian Endeavor is a plan

for church organizations for various age groups: Junior, 9-11; Intermediate, 12-14; Senior, 15-17; Young People's, 18 and up.

The International Society furnishes a great number of organization helps and meeting plans. Some of the publications are: *The Christian Endeavor World,* a weekly newspaper, $2.00 per year; *The Junior Christian Endeavor World,* a monthly paper for boys and girls, 50c per year; *Good Times with the Juniors,* $1.00; *The New Junior Workers' Manual,* $1.00; *Junior Text Book,* instructions on how to work, 75c; *Handwork for Juniors,* $1.00. Material helpful in organizing and conducting Christian Endeavor societies is sent free on request.

Iowa Child Welfare Research Station

The State University of Iowa, Iowa City, Iowa

Research Assistant Professor, Beth Wellman

The Iowa Child Welfare Research Station maintains four groups of children from two to six years of age as laboratories for research in child development.

The Station is cooperating with the Institute of Character Research of the University in research on character education for preschool children.

Some of the studies which have been carried on are: *An Experimental Investigation of Social Behavior in Young Children,* by Esther Van Cleave Berne (to be published as University of Iowa Study in Child Welfare); *The Development of Mental Hygiene in Young Children Through Purposeful Activity,* by Elizabeth S. Moore (to be published as University of Iowa Study in Child Welfare); *A Study of Persistence in Young Children,* by Gladys Palmer (unpublished master's thesis, Iowa Child Welfare Research Station—on file in University of Iowa Library); *An Analysis of the Free Play of Four-Year-Old Children Through Consecutive Studies of Individuals,* by Eva L. Hulson (unpublished master's thesis, Iowa Child Welfare Research Station—on file in University of Iowa Library).

The Jeanes Fund

Box 418, Charlottesville, Virginia

President, J. H. Dillard

The Jeanes Fund, for the improvement of Negro Rural Schools, cooperated during the session ending June 30, 1928, with public school boards and superintendents in 321 counties in 14 states. It helped support 324 Jeanes' Teachers who regularly visited in these counties 10,157 country schools.

The business of these traveling teachers, working under the direction of the county superintendents, is to help and encourage the rural teachers; to introduce into small country schools simple home industries; to give lessons on sanitation, cleanliness, et cetera; to promote the improvement of school houses and school grounds; and to organize clubs for the betterment of the school and neighborhood.

Reports of the work of the fund may be secured.

John Hancock Mutual Life Insurance Company

Boston, Massachusetts

Vice President, Robert K. Eaton

The John Hancock Mutual Life Insurance Company publishes in small booklet form: biographies of American patriots, including George Washington, Abraham Lincoln, Theodore Roosevelt, John Paul Jones, John Hancock, Robert E. Lee, Andrew Jackson, George Rogers Clark; and other patriotic and historical literature, including booklets on the Minute Men, American Indian chiefs, the American Indian, the Constitution of the United States, the flag of the United States, framing the Declaration of Independence, the story of the U. S. Frigate Constitution, New England. These materials are available free of charge.

Julius Rosenwald Fund

925 Homan Avenue, Chicago, Illinois

Director, Alfred K. Stern

The Julius Rosenwald Fund was created by Mr. Rosenwald and incorporated by the State of Illinois for the "well-being of mankind." While its field of labor is not restricted, it has given its chief attention since its foundation some years ago to an extensive program for the building of rural elementary schools for Negroes in fourteen southern states. With the cooperation of the public authorities, the Negro and white residents of the community, the Fund has contributed toward the erection of 4,326 schools. The Fund is now giving attention to other fields than Negro rural schools, especially pay clinics and other organized forms of medical service.

The Junior Red Cross in Canada

The Canadian Red Cross Society

410 Sherbourne Street, Toronto, Canada

Director, Jean E. Browne

"The Junior Red Cross is organized for the purpose of inculcating in the children of the world the ideal and practice of service, especially in relation to the care of their own health and that of others, the understanding and acceptance of civil responsibility, and the cultivation and maintenance of a spirit of friendly helpfulness toward other children in all countries."

The classroom is the unit of organization and the teacher is the local director of the group. In outlying rural districts, where it is impossible to organize a group, individuals may join as "lone members." There are approximately 175,000 Canadian Junior Red Cross members under 18 years of age.

Some of the publications, giving suggestions for local groups are: *The Canadian Red Cross Junior,* a monthly journal for boys and girls, 50c per year; *The Junior Red Cross in Canada,* Junior Bulletin No. 2; *The Junior Red Cross in Canada, Hygiene and Home Nursing,* Junior Bulletin No. 3; *Teacher's Guide;* height, weight, and posture wall charts.

Kiwanis International
164 West Jackson Boulevard, Chicago, Illinois
Secretary, Fred C. W. Parker

Kiwanis International is an organization of business and professional men of the owner and executive type, organized, "to give primacy to the human and spiritual rather than to the material values of life; to encourage the daily living of the Golden Rule in all human relationships; to promote the adoption and the application of higher social, business, and professional standards; to develop, by precept and example, a more intelligent, aggressive and serviceable citizenship; to provide through Kiwanis clubs, a practical means to form enduring friendships, to render altruistic service, and to build better communities; to cooperate in creating and maintaining sound public opinion and high idealism which make possible the increase of righteousness, justice, patriotism, and good will."

One of the objectives for 1928-29 is "to continue aggressively our program of enduring service for under-privileged children, emphasizing personal effort of Kiwanians in behalf of individuals"; and plans are issued encouraging the undertaking and carrying on of such service by individual Kiwanians through plans developed by each club.

Publications telling of this branch of the Kiwanis work are: *The Under-Privileged Child,* approved public activity for all Kiwanis clubs; *Program of Personal Service for the Under-Privileged Child.*

Knights of King Arthur
Lock Box 169, Boston Massachusetts
Executive Seneschal, Howell E. Estey

The Knights of King Arthur is a fraternity for boys 13-20 years of age, private, but not secret, self-governing and under the control of the local church. It is based upon the oldest English Christian legend, that of the Round Table, reviving the nobler side of medieval chivalry. The group is called a Castle, each boy takes the name of some hero and progresses through various ranks, in the closest of cooperation with the church and church school program.

For boys too young for the Castle, ages 9-12, there is the Yeomen of King Arthur, a simplified form of the movement. The activities of these groups include story telling, games, work, and religious endeavor. The complete outfit, handbook, rituals, charter, et cetera, cost $5.00.

Loyal Temperance Legion
National Woman's Christian Temperance Union
1730 Chicago Avenue, Evanston, Illinois
National General Secretary, Mrs. Flora Kays Hanson

The Loyal Temperance Legion is a branch of the National Woman's Christian Temperance Union for children from 6-14 years of age. Its purpose is "to educate and train the children in the principles of total abstinence, prohibition, and personal integrity that they may be worthy citizens, able to build their lives, their homes, and their government in accordance with the noblest ideals." Children in the Legion belong to a local group organized under the supervision and

instruction of a secretary selected from and by the local W. C. T. U. This local legion is in turn under a county or district secretary, a state secretary, and a national secretary. The program for the local group includes: instruction, study courses, stories, songs, and rally cries; recreation—games, picnics, hikes, plays, parties; activities—department work, public meetings, parades, et cetera. A child wanting to join signs the Legion's pledge card and pays 10c annual dues. Provision is also made for individual membership apart from a local group.

Program materials are available from the National W. C. T. U. Publishing House, Evanston, Illinois, among them the following: *Loyal Temperance Legion Year Book,* outlining the organization and giving some program suggestions, 2c; *Three Young American's in Action,* a story manual dealing with total abstinence and law observance, 15c; *About Ourselves,* lessons in hygiene, 20c; *About Us and Others,* lessons dealing with conditions in the U. S. and other countries, 20c; *The Good American,* a collection of stories and outline lessons aiming to stimulate good citizenship in children, $1.00; *The House That Johnny Lives In,* 2c; *Twelve Lessons on Kindness to Animals,* 5c; *Through the Gateway,* a book of poems and pageants to help build up the spirit of international friendship, 50c; *Manual of Temperance Teaching in Daily Vacation Bible Schools,* 20c; *The Young Crusader,* monthly magazine for the children themselves, 35c a year.

Metropolitan Life Insurance Company
Metropolitan Tower, Madison Square, New York City
School Health Bureau, Pauline B. Williamson

The Metropolitan Life Insurance Company, believing that "promotion of school health programs is to the mutual advantage of public education and life insurance," maintains a School Health Bureau "to assist the development of health education programs through the free distribution of pamphlets and through other forms of cooperation." The pamphlets they distribute contain information on the subject of health and the prevention or cure of disease and are issued in foreign languages as well as in English.

Those especially designed for children are as follows: for Kindergarten, 1st, 2nd, and 3rd grades—*A B C Book,* a booklet of health jingles with pictures to be painted, 16 p.; *Mother Goose,* a book of Mother Goose health rhymes, illustrated, 24 p. For 4th, 5th, and 6th grades—*How to Live Long,* a booklet of health rules; *All About Milk,* a study of the food values, proper care, and preparation of milk, *Good Teeth,* information about teeth and their proper care; *Eyesight and Health; First Aid in the Home; Are You a True American?; Tonsils and Adenoids; Art and Health,* a collection of art masterpieces used to illustrate health; *Prize Winner,* a picture story leaflet of toxin-anti-toxin treatment for diphtheria. For parent, teachers, or other workers with children—all those listed above and the following: *So Is the Tree Inclined; The Janitor and the School Child,* a study of ventilation; *Health Heroes Series,* intended especially for junior and senior high school pupils, biographies of four health heroes, Pasteur, Trudeau, Jenner, Reed; *Some Ways of Using the Health Heroes Series,* an outline for teachers; *Interest Arousing Devices for Health*

Training, a leaflet of suggestions; *The Teacher's Health,* what some schools and communities are doing to conserve it; *Handwashing Facilities in Schools,* a report of a survey of the facilities found in 404 schools located in the United States and Canada; *Diphtheria Immunization in Schools,* suggestions for a workable program; *A Practical School Health Program, A School Health Study of Newton, Massachusetts,* a report of a survey of the school health activities.

Missionary Education Movement of the United States and Canada
150 Fifth Avenue, New York City
Secretary, Franklin D. Cogswell
Secretary of Elementary Work, Elizabeth Harris

The Missionary Education Movement is an interdenominational organization representing boards of home and foreign missions of seventeen different denominations. Its chief work is the preparation of missionary education material which covers a wide range of age groups and also offers a considerable choice to meet the needs of varying church schools. The material is all planned by educational committees consisting of representatives of the various cooperating mission boards and other educational leaders who cooperate with the board secretaries in this work. In addition to publishing missionary education material, the Movement conducts a number of conferences for the discussion of educational methods and for the training of church workers in the missionary activities of their churches.

In the field of children's literature, the Movement has specialized on a series of textbooks for use in church schools, weekday schools of religious education, and vacation schools. This series is known as the Friendship Press Texts and is planned in accord with the most modern theories of religious education. As far as possible these books are all tried out with groups of children before they are published. In addition to the Friendship Press Texts, series of very high grade reading books for children are published. Much attention is also given to supplemental material such as plays, pageants, handwork, and pictures. Among the most important publications are: The Leader's Handbook Series—*Missionary Education of Beginners,* by Jessie Eleanor Moore, $1.00; *Missionary Education of Primary Children,* Wilhelmina Stooker, $1.00; *Missionary Education of Juniors* (revised edition), J. Gertrude Hutton, $1.00; and Friendship Press Texts—*The Call Drum,* by Mary Entwistle and Elizabeth Harris, 75c; *Under the North Star,* by Katherine E. Gladfelter, 75c; *The World in a Barn,* by Gertrude Chandler Warner, $1.25; *Stories of Brotherhood,* by Harold B. Hunting; *Picture Maps,* in outline to be colored and cutouts to be colored and pasted on, 50c each.

National Association for the Study of the Platoon or Work-Study-Play School Organization
532 Seventeenth Street, N. W., Washington, D. C.
Secretary, Marjorie Van de Water

The objectives of the National Association for the Study of the Platoon or Work-Study-Play School Organization are: a scientific study of the problems of the platoon or work-study-play school and the publication of the results of such studies. Active membership is

open to anyone engaged in educational work, and anyone interested may become an associate member. The membership fee is $1.00 which includes subscription to the magazine.

The Association publishes: *The Platoon School,* a quarterly publication, containing the results of studies and experiences of workers with the platoon organization. Subscription price to non-members, $1.40; single copies, 35c.

National Association of Audubon Societies
1974 Broadway, New York City
President, T. Gilbert Pearson

"The objects of the Association are to arouse in a greater degree the public conscience on the important subject of preserving the wild birds and the game animals of the country and to secure protection at all times for the valuable non-game birds."

Provision is made for the formation of Junior Audubon societies to whom materials are sent at half the cost of printing. The age limits are 6-20, and the membership in these clubs for the school year, 1927-28 was 306,310. The fees for Junior Societies are 10c per member and entitle each member to six of the educational leaflets, each containing the life history of one bird, the colored picture of the bird in his native haunts, an uncolored reproduction for painting, and the Audubon button. Clubs of 25 or more receive a year's subscription to the magazine, *Bird Lore.*

The following materials are suggested for teachers' use and may be obtained from the Association: *Audubon Bird Charts,* Nos. 1, 2, 3, 4, $2.50 each—An illustrated descriptive circular will be sent on request; *Educational Leaflets,* 5c each, containing the life history of one bird, a colored picture of the bird in its native haunts, and an uncolored one suitable for painting; *Audubon Bird Cards,* Series 1, 2, and 3, winter, spring, and summer birds, colored post cards containing descriptions of the birds on the reverse side, 50c per set; *Primer of Bird Study,* 15c; *Bird Study in Elementary Schools,* 25c; books for bird study and stories of birds. Lists of these and other materials and their prices may be obtained from the Association.

National Association of Teachers in Colored Schools
Tuskegee Institute, Alabama
Executive Secretary, C. J. Calloway

The aim of the National Association of Teachers in Colored Schools is " to help in the solution of problems in Negro education by ascertaining facts, seeking causes, and where necessary suggesting methods of solving existing problems." The Association desires to stimulate the growth of professional interest among the teachers themselves and to create a wider and deeper interest in every phase of Negro education; thus securing more efficient training for the youth of the race. It is pledged to help the local, state, and county teacher associations in making effective programs.

Every teacher or school officer in colored schools is urged to become a member of the Association. The membership fee is $1.50 per year; life membership is $30.00

The Bulletin is the official publication of the Association, devoted to the advancement of organized efforts of teachers in colored schools. Membership in the organization includes a year's subscription (eight issues) to *The Bulletin.*

The National Association of Visiting Teachers
8 West 40th Street, New York City
President, Helen R. Smith

The purpose of the National Association of Visiting Teachers is "to unite the visiting teachers of the United States in matters of common interest; to promote mutual helpfulness; to collect, coordinate, and transmit information concerning the work of the visiting teachers; and to answer the inquiries of educators and social workers regarding the visiting teacher's work." A visiting teacher is a member of a school staff whose function it is to visit the homes of problem children to discover the elements in the child's environment that are hindering him and those that may be utilized in helping him, and so to interpret these from the standpoint of the whole situation, that she may work out with the teacher and the home a desirable plan for every child who is in need of help.

The Association publishes a bulletin and holds an annual conference, which is held alternately in connection with the conference of the National Education Association and the National Conference of Social Work. It has issued a publication, *The Visiting Teacher in the United States.*

The National Board of Review of Motion Pictures
70 Fifth Avenue, New York City
Executive Secretary, Wilton A. Barrett

"The National Board of Review of Motion Pictures is a trained, volunteer, disinterested citizen organization, composed of upward of three hundred people reviewing films in New York City before they are released for general exhibition to the public, with associate and advisory members and affiliated citizen groups in many localities throughout the country. The National Board is opposed to legal censorship and in favor of the constructive method of selecting the better pictures, publishing classified lists of, and information about them, and building up audiences and support of them through the work of community groups, in order that the producers may be encouraged to make the finest pictures and exhibitors to show them, and the people in general helped to a response to the best that the screen has to offer."

The Better Films National Council is the department of the Board maintaining the contact with groups throughout the country carrying forward the activities of the better films movement. The purposes of these groups are: to encourage study of the motion picture as a medium of entertainment, instruction, and artistic expression; to bring to the attention of the public the better pictures through the publication of a *Photoplay Guide,* based upon the selections and audience suitability classifications of the Review Committees of the Board; to sponsor Juniors' Matinees, showing pictures particularly suitable for boys and girls, and week-end family programs whenever possible with exhibitors' bookings.

Review of the better pictures, classified as to their suitability for young people, for children, or for adults, are included with articles on various phases of the motion picture and Better Films Committees' activities in the *National Board of Review Magazine* (monthly, ex-

cept July and August), $2.00 per year, sample copies of the magazine free.

Other publications of the Board are: *Weekly Guide to Selected Pictures,* $2.50 per year; *Motion Picture Study Club Plan,* a manual for reference in study club operation, free; *The Work of the National Board of Review,* free; *Selected Pictures Catalog,* annual, 25c; *Selected Book-Films,* annual, 10c; *Lists of Films for Special Events,* 5c each.

National Child Labor Committee
215 Fourth Avenue, New York City
Acting General Secretary, Wiley H. Swift

The National Child Labor Committee organized in 1840 was incorporated by Act of Congress in 1907: "to promote the welfare of society with respect to the employment of children in gainful occupations; to investigate and report the facts concerning child labor; to raise the standard of parental responsibility with respect to the employment of children; to assist in protecting children by suitable legislation against premature or otherwise injurious employment; to aid in promoting the enforcement of laws relating to child labor; to coordinate, unify, and supplement the work of state or local child labor organizations and encourage the formation of such committees where they do not exist."

The Committee works in all sections of the United States. It deals with child labor as a community, state, or national problem. It conducts investigations in local communities, promotes legislation, advises on administration, and maintains a general information service on child labor matters. The Committee does its work mainly through education based upon the knowledge of actual facts and conditions. It depends upon an enlightened public opinion.

The work of the Committee is supported by membership fees of $2.00 or more, and donations. A monthly journal, *The American Child,* is sent to all members of the Committee; subscription price $2.00.

Other publications include the following: pamphlets and special reports—*Analysis of Child Labor Laws in All States,* 1928, 25c; *Child Labor Facts,* 1928, 15c; *School or Work in Indiana,* 1927, 15c; *Fourteen Is Too Early,* 1927, 35c; *Child Labor in Mississippi,* 1928, 25c; *Child Workers in Oklahoma,* 1929, 25c; *Child Workers in Two Connecticut Towns,* 1929, 25c. Leaflets for free distribution—*Minimum Standards; Some Striking Facts; The National Child Labor Committee: What It Has Done.* Posters—"Caught in the Wheels of Industry" (13x20); "School or Work" (16x23); "Minimum Standards" (18x25). Photographs and cuts—a large selection of child labor photographs is available. There is no charge for the use of photographs if returned, otherwise 50c each. Cuts are loaned free of charge. Plays and pageants—sent free of charge to be returned within a month unless the play is produced—"The Birthday," by Stella G. Perry, a playlet in one scene for two characters and several voices (15 minutes); "Sunshine and Shadow," by Constance D'Arcy Mackay, a pageant requiring at least 35 characters, dancing, songs, et cetera; "The Fifteenth Candle," by Rachel Lyman Field, a play in one act for five characters (30 minutes), royalty $5.00, payable to author for

each production; "The Horse-Shoe Nail," by Frances B. Williams, a play in one act for seven characters, suitable for older children and young people (30 minutes); "The Other Side of the Bridge," by Hetty L. Sorden, a play in three scenes for seven characters (30 minutes).

National Child Welfare Association
70 Fifth Avenue, New York City
General Secretary, Charles F. Powlison
Knighthood of Youth (Character Training Method)

The National Child Welfare Association is "organized to promote child welfare, and its services cover every phase of the problem. Among the services are: character training service; information service; a monthly publication, *Brief;* visual education service."

The Association has organized and is developing a character training program, called the Knighthood of Youth, for children from 7-12 years of age. It has been introduced in the New York Public schools and other places throughout the country, and its membership numbers about 100,000 children. "The fundamental principle of the program is to develop individual character through practice of daily acts; to form habits of obedience, carefulness, promptness, self-reliance, neatness, courtesy, honesty, self-control, cheerfulness, kindness, good citizenship, and service to others." The basic equipment of the knighthood method is a series of charts containing sets of exercises exemplifying the above traits. The exercises are in question form and children record their answers by daily checking their charts with the help of their parents. Teachers are usually the leaders of the movement, and occasional meetings during school time are helpful.

The materials and publications of the Association are: *Brief,* a digest of current trends and opinions in child welfare, issued monthly (9 no.); posters on health, character, and good citizenship, 22x28 inches, 75c each, prepared and distributed by Visual Education Service; Character Training Plan, Knighthood of Youth, comprising—*Teacher's Guide,* a small folder telling how to conduct the knighthood program, free; *Message to Members,* a booklet in the form of a letter to the boys and girls, 5c; *A Message to Parents,* a booklet of suggestions to parents, 3c; Charts, for each pupil, 5c; Class Wall Register, for entire roll of pupils, 15c; Shield Certificates, used to confer titles, 5c; Buttons, containing title earned, 5c.

National Committee for Mental Hygiene
370 Seventh Avenue, New York City
Medical Director, Frankwood E. Williams
Secretary, Clifford W. Beers

The National Committee for Mental Hygiene, directly and through its affiliated state societies and local committees, works for the conservation of mental health; the reduction and prevention of mental and nervous disorders and defects; the improved care and treatment of those suffering from mental diseases; the special training and supervision of the feebleminded; and the dissemination of reliable information on these subjects and on mental factors involved in the problems of education, industry, delinquency, despondency, and others related to the broad field of human behavior.

The Committee stimulates research into the nature and causes of nervous and mental diseases and defects; conducts surveys and studies of mental hygiene problems; applies the knowledge gained from such studies through education and the promotion of beneficial legislation; encourages psychiatric social work; assists in the establishment of child-guidance and other mental hygiene clinics; develops trained personnel; and cooperates with governmental and unofficial agencies whose work touches at any point the field of mental hygiene.

The membership of the organization is composed principally of psychiatrists, neurologists, other physicians, psychologists, educators, judges, lawyers, clergymen, social workers, and leaders in other fields of endeavor. These active members are elected by the Executive Committee, but anyone may become a "contributing member" or an "associate member." The Committee is dependent upon voluntary contributions for its support.

Some of the 400 or more publications of the Committee are: *Mental Hygiene,* a quarterly journal, $3.00 a year; *Mental Hygiene Bulletin,* monthly, $1.00 per year; reprints from *Mental Hygiene*—"The Effect on the Child of an Unstable Home Situation," 15c; "The Significance of Parental Attitudes for the Destiny of the Individual," 15c. Send for free list of publications.

National Committee on Visiting Teachers
8 West 40th Street, New York City
Chairman, Howard W. Nudd
Secretary, Jane F. Culbert

The National Committee on Visiting Teachers is affiliated with the Public Education Association of New York City. It was organized at the request of the Commonwealth Fund to carry out one phase of its program for the prevention of delinquency. It established demonstration centers in thirty communities in the United States, recommended visiting teachers to the local school authorities for these centers and paid part of their salaries.

At the completion of these demonstrations the work of the committee has been organized to reach the following objectives: "to assist in the training of visiting teachers in two special centers and through scholarships, to demonstrate the contribution which visiting teacher work may make to the training of classroom teachers, and to render an advisory and consultant service to those who desire assistance in developing this type of work in their school systems. This service includes visits in the field from members of the central staff.

Pamphlets concerning the visiting teacher movement may be secured from the Division of Publications of the Commonwealth Fund, 578 Madison Avenue, New York City. The following are some of these publications: *The Visiting Teacher in Rochester,* by Mabel Brown Ellis, 75c; *The Problem Child in School,* by Mary B. Sayles and Howard W. Nudd, $1.00.

National Congress of Parents and Teachers
1201 Sixteenth Street, N. W., Washington, D. C.
Executive Secretary, Mrs. Arthur C. Watkins

The purpose of the National Congress of Parents and Teachers is: "to promote child welfare in home, school, church, and community; to raise the standards of home life; to secure more adequate

laws for the care and protection of women and children; to bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child; and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, moral, and spiritual education."

It has been the policy of the Congress to reach in a helpful and intimate way the two social institutions exercising the most direct influence upon young children, the home and the school. To this end it is the originator and promoter of the movement to establish a parent-teacher association in every school. There are many local organizations, some using the name "Parent-Teacher Association," which are working independently each with its own standards and objects, but there are certain great advantages which result from union, and there are certain fundamental principles on which the National Congress and its units rest—it is non-sectarian, non-commercial, and non-political.

The membership in the Congress in May, 1927, was 1,140,000. Each local association has its own dues, but the yearly dues which go to the Congress are 5c per member.

Child Welfare is the official publication of the National Congress. It contains many suggestions for meetings and furnishes articles by experts on all the main subjects being discussed by parent-teacher groups. Monthly, subscription price, $1.00 per year.

The National Congress, directly or through the state organizations, handles other published materials. *The National Handbook* which is furnished free to each Congress unit, if ordered from the state distributing center, describes in detail the organization, plan of work, and program of service of the National Congress, of state branches, and of local units. To others the price is 25c each, or 5 copies for $1.00. Publications of the Congress include program outlines for officers and chairmen of committees, Founders Day suggestions, and literature of general interest to parent-teacher members. Each state organization also has its own bulletin.

National Consumers League
156 Fifth Avenue, New York City
General Secretary, Mrs. Florence Kelley

The National Consumers League works for the protection of children and minors in industry by arousing the public to the need of adequate legislation, i. e., child labor laws, et cetera.

Publications giving the facts about child labor conditions are: "Children's Compensation for Industrial Injuries, No. 2," *What Price Children?* by Florence Kelley and Dorothy W. Myers, 10c; "Children's Compensation for Industrial Injuries, No. 3," *It Is Legal to Kill a Child, When and Where?* by Florence Kelley, 10c; "The Manufacturers' Child Labor Program," address by Dorothy Kenyon, 5c; "The Manufacturer's Association and the Public Schools," by John Dewey, reprint from the *Journal of the National Education Association,* 3c; "The Manufacturers' Plan for Child Labor," by Florence Kelley, reprint from *The Survey,* 3c.

National Council for Prevention of War
532 Seventeeth Street, N. W., Washington, D. C.
Executive Secretary, Frederick J. Libby

The platform of the National Council is "progressive world organization, world-wide reduction of armaments by international agreement, world-wide education for peace." The Council acts as a clearing house and "spearhead for peace" for about thirty cooperating agencies. It publishes books and pamphlets and other peace material including a *Monthly News Bulletin,* 50c per year; maintains in Washington an important legislative service for peace organizations; and furnishes speakers and program material for local peace work. It is supported by individual contributions.

Recognizing the importance of teaching children how to live in the modern interdependent world and of directing their attention toward the problem of establishing peace, the National Council cooperates with teachers and parents in preparing material suitable for these purposes. Its publications include: *Between War and Peace,* a Handbook, by Florence Brewer Boeckel, $2.00, containing chapters on "Education and Peace"; "Books of Goodwill," $1.00 a set, Vol. I, *Through the Gateway,* for little children, 50c, Vol. II, *Across Borderlines,* for older children, 75c, illustrated stories, poems, plays, songs, programs, and projects; lists of children's books on the unity of mankind, on progress through the centuries, on peace heroes and children of other nations; Christmas plays, "The Whole World's Christmas Tree," 5c, "Around the World With Santa Claus," 10c, and an "International Community Christmas Tree Service," free; Goodwill Day programs including a play, "Times Have Changed," and a pageant, "Goodwill, the Magician," 15c; Armistice Day programs and suggestions, 15c; programs and material for summer camps, 5c; "Games From Many Lands," mimeographed, free; posters—"The Christ of the Andes," 8c; "The Universal Postal Union Monument," 5c; "The Child and the Globe," 5c; "America First," 15c; "Children From Many Lands," ten colored pictures and verses, $1.50; "A Portfolio of World Heroes," twelve portraits with prize essays; descriptive lists with prices and publishers of pageants and plays, songs, lantern slides, moving pictures, world maps, flags of all nations, and books to cut out and color. Many of the items listed and several publications of other organizations including "The Peaceway Series," eight illustrated booklets of short stories, Friend's Book Center, 20c to 30c each, $2.50 a set, are distributed by the Council.

An exhibit of a variety of material useful in work with children may be seen at the offices of the National Council.

National Council of Primary Education
Hammond, Indiana
Executive Secretary, Alta Adkins

The National Council of Primary Education has for its purpose: "greater freedom of activity for children in the primary grades; greater freedom of method for teachers; and closer affiliation between grades and kindergarten."

It works toward the fulfillment of this purpose by inspiring teachers to this end through its publications and its annual meetings.

Membership in the Council includes people interested in the education of young children, paying regular membership dues of 50c per year, contributing memberships of $1.00, or sustaining memberships of $5.00. All privileges attend the 50c memberships.

Publications of the Council include bi-monthly bulletins, and the following annuals: *Creative Needs of Young Children and How They Should Be Recognized,* Vol. XI, No. 4, 1928; *Psychoanalysis in Relation to Education,* Vol. IX, 1926; *Promotion Requirements in Kindergarten and First Grade,* February, 1924; *What Constitutes an Acceptable Day's Work in the Primary Grades?* February, 1921. All annuals 25c a copy.

National Dairy Council
307 North Michigan Avenue, Chicago, Illinois
Nutrition Specialist, Ethel Austin Martin

The National Dairy Council and affiliated Regional Councils throughout the country form an educational organization promoting health and child welfare. The Council is cooperating with school, university, child welfare, nutrition, and health authorities in the preparation and practical application of its methods in a complete program of health education. The Council offers special suggestions for health projects for use in vacation church schools.

Materials are as follows: posters such as "All For Health," containing the rules of health, 16x23, single copy, 10c; "Drink Milk and Grow Big," 16x23, outlines for coloring, 10c; "Milk Made the Difference," 10x28, 13c; "Health in Many Lands," large size, 9½x12½, eight in a set, 18c, small size, 4½x7½, 7c; booklets, leaflets, and folders, such as *Patterns For Hand Work,* 9x12, singly, 3c; *Health Games,* 5c; *The Story of the Milk Bottle Fairy,* 4c; *Our Animal Friends,* 3c; *Why the Cow Jumped Over the Moon,* a story, 5c; *Prince Hanna,* a story of a Roumanian lad, 15c; health plays such as "Silly Goose's Mistake," for grades 1-5, 25c; "Health in Toyland," 5c; health stories told with objects, such as *David and the Good Health Elves,* 5c; *Dirk and Nina of Holland,* 8c; stories told with lantern slides and film strips; projects, such as, "Home Geography Project," a study of health habits of other countries, 6c; "A Child's Day," part of poem used and project outlined, 4c; "How the Shepherd Boy Became King"; exhibits and motion pictures, "Across the Pasture Lands of History," a film, loaned from Regional Councils.

A graded catalogue of materials may be secured from the Council, and the bi-monthly announcement of new materials and activities of the organization, *The Dairy Counciler,* may be secured regularly upon request. Materials may be loaned from the Regional Councils by people within their districts.

The National Education Association of the United States
1201 Sixteenth Street, N. W., Washington, D. C.
Secretary, J. W. Crabtree

The purpose of the National Education Association of the United States is, "to elevate the character and advance the interests of the profession of teaching and to promote the causes of education in the United States."

Membership in the Association which on January 1, 1929, was 193,145 is extended especially to teachers and educators. The $2.00 membership fee entitles the member to attend all meetings, to vote for delegates to the Representative Assembly, to hold office and to receive the *Journal.* The $5.00 membership fee entitles the member to receive the *Journal,* the *Bulletin,* and any other publications.

The main publications of the National Education Association are: *The Journal of the National Education Association,* containing many articles of interest to educators, monthly, except July and August, $2.00 to non-members; *Research Bulletin of the National Education Association,* issued by the Research Division whose purpose is the conducting of scientific studies of special interest to members of the teaching profession, issued five times a year, $1.00 a year; *Annual Volume of Addresses and Proceedings of the Annual Convention of the National Education Association of the United States,* included in $5.00 membership fee, $3.00 for non-members.. Past copies of the Research Bulletin may also be secured, such as. *Practices Affecting Teaching Personnel,* Vol. VI, No. 4, September, 1928, 25c.

The Department of Superintendence and the Department of Elementary School Principals of the National Education Association have separate membership fees and issue department publications.

National Federation of Day Nurseries
105 East 22nd Street, New York City
President, Mrs. Hermann M. Briggs
Executive Secretary, Miss H. M. Sears

The purpose of the National Federation of Day Nurseries is the uniting of local day nurseries in one central body and the establishment of standards of work. Within the Federation are approximately 600 day nurseries whose purpose is the care of the pre-school child whose mother must be either wholly or in part a wage earner. Day nurseries enable mothers to keep the home together, and in the case of foreign or ignorant mothers, try to teach them to improve home conditions, and take proper care of the child when not at the nursery. These local nurseries are found especially in city communities. In Los Angeles they are connected with the Board of Education.

The National Federation acts as a bureau of information in regard to local nurseries; it aids in the organization and conduct of them; and holds an annual conference open to the public. It has listed the essential standards for a day nursery, and made recommendations for their management.

The Federation publishes a monthly bulletin, *Day Nursery Bulletin,* $1.00, containing articles on the conduct of day nurseries. The following publication can also be secured from the Executive Secretary: *Every Child's Dietary for Mothers and Children,* Shackelford, a book of menus and recipes for mothers and children, 25c and postage.

Member Nurseries pay fees of $5.00 per year to the National Federation.

The National Federation of Music Clubs

National Junior Counsellor, Julia Williams
121 Westminster Avenue, Merchantville, New Jersey
Chairman of Music in Religious Education, Mrs. Grace Widney Mabee
321 VanNess Avenue, Los Angeles, California

The National Federation of Music Clubs has a Junior Department, one of whose purposes is the engaging of every boy and girl from six up in musical activity for the purpose of making definite contributions toward the development of Christian character, especially through training in worship and the developing of world friendship through song.

The Federation promotes the formation of music clubs or choirs and sponsors contests between members. The number of Junior Federated Choirs or Music Clubs (age range from 6-18 or 20) in August, 1928, was 1,875, with a membership of about 150,000. Courses are offered by the Federation in ear training, keyboard harmony, history, biography, junior choir, and opera. The contests are based upon the information given in these courses. The courses are presented serially in the *Junior Bulletin.* Reprints of the courses for 1927-28 may be obtained. The *Bulletin* also contains interesting music news and information; a year's subscription costs 25c.

The Federation publishes *Music in Religious Education,* a bulletin containing articles of value to adult workers with children, such as on the value of music in worship, music in international friendship, and the interpretation of hymns. A year's subscription costs 50c.

National Federation of Settlements

184 Eldridge Street, New York City
Secretary, Albert J. Kennedy

The National Federation of Settlements is an organization composed of member settlements and of individuals interested in the technique of local community organization. There are about 180 member settlements, nearly all of them without religious affiliation, though a small number are affiliated with Catholic, Jewish, and Protestant religious organizations. The purpose of these member settlements may be expressed in terms of the purpose of Hull House, one of the best known settlements in Chicago: "to provide a center for a higher civic and social life, to institute and maintain education and philanthropic enterprises, and to investigate and improve the conditions in the industrial districts of Chicago." The purpose of the Federation as a whole is the "reinforcement of all phases of urban and regional federated action among neighborhood agencies; development of a clear and strong policy with regard to the complex problems which, with substantial uniformity, confront settlement work everywhere; publication of the coordinated results of experience in specific directions; attracting college men and women to settlement work; stimulating and encouraging the higher and more democratic organization of neighborhood life in city and in country; and promoting more effective cooperation with other forms of social work organized for cities, states, and the nation as a whole."

The publications of the Federation include the following: *Neighborhood,* a settlement quarterly, $2.00 a year, in which are reported results of findings in research and experience; *The Growth of Music in America,* by Harold Bauer, 10p., 1923, 25c; *Settlement Finance,* by Charles C. Cooper, 32 p., 1923, 25c; *Music, Youth and Opportunity,* by Janet D. Schenck, a survey of settlement and community music schools, 120 p., 1926, regular edition in paper, $1.00, special edition in cloth, $2.00; *Settlement Goals for the Next Third of a Century,* a symposium, 68 p., 1926, regular edition in paper, 50c, special edition in boards, $1.00; *The Settlement Primer,* by Mary K. Simkhovitch, 48 p., 1926, regular edition in paper, 50c, special edition in boards, 75c.

National Kindergarten Association
8 West 40th Street, New York City
Executive Secretary, Bessie Locke

The purpose of the National Kindergarten Association is to assist in securing kindergarten education for the 4,000,000 children now being deprived of the privileges of early systematic training. The Association cooperates with any church, school, or parent, working for the establishment of a kindergarten. It supplies leaflets, information and advice free of charge and loans a set of eight attractive hand-colored charts to assist in arousing interest in early training in a community. It furnishes, without charge, to any publication desiring to print them, a series of weekly articles on home education for the benefit of parents needing help in training their boys and girls.

National League of Compulsory Education Officials
Springfield, Massachusetts
Secretary, John A. Parker

The National League of Compulsory Education Officials has as its purpose the furtherance of the cause of the neglected and handicapped child, the compelling of a square deal and an opportunity for education, utilizing the legally constituted agencies (laws, courts, and established welfare bodies) to that end. It holds an annual conference for the directors of departments of attendance of the various states and school district subdivisions of the United States and Canada, to discuss matters of general interest to all concerned in school attendance and child welfare from an educational point of view. It invites the cooperation of all persons and agencies concerned with child welfare such as juvenile court judges, probation officers, and kindred officials.

The National League publishes the proceedings of their annual conventions including addresses and discussions.

National League of Women Voters
632 Seventeenth Street, N. W., Washington, D. C.
Executive Secretary, Gladys Harrison

The National League of Women Voters is composed of affiliated state Leagues, which are in turn made up of affiliated local Leagues. The League concerns itself "with women as voters," with "the education of women in government and politics" as its paramount consideration.

The relation of the League to the interests of children comes primarily through its two committees on Child Welfare and Education. The Committee on Child Welfare concerns itself with the study of child labor laws, children in need of protection by the state, and the need for legislation relating to illegitimacy and to child marriages, and the recommending of certain legislation in regard to these problems.

The Committee on Education has as its object the increasing of knowledge of school systems and the encouraging of activity in securing needed legislation adequate financial support, qualified school board members, administrators, and teachers, to the end that all children may have adequate educational opportunities

The following are some of the publications of the National League on the problems of child labor and education: *An Explanation of the Child Welfare Program,* a brief statement of what is meant by each topic in the Child Welfare Program for the Year, 5c; *A Nation Safe For Babies,* a description of the services of the U. S. Children's Bureau, 1928, 5c; *The Children's Amendment,* 1926, 10c; "The Family Takes Notice," a play in two acts presenting the conversation between a farmer father, a League mother, a lawyer son, and a political daughter on the subject of Child Labor Amendment, 1927, 7c; *Handbook of the Committee on Education,* a brief explanation of the Education Committee's program, 1926, 7c; *Results of Federal Aid to Education,* an historical study of federal aid to education and its results, 1927, 5c. These and other national and local materials may be obtained from the state Leagues.

National Motion Picture League
20 West 59th Street, New York City
Secretary, Mrs. Irving Crane

The purpose of the National Motion Picture League is the "encouragement of the production, exhibition, and patronage of wholesome motion pictures; and the rendering of constructive, detailed criticisms to producers before the pictures are released to theatres."

The reviewing board of the League sees every motion picture that is produced in America and all foreign films sent to American theatres before their release into the theatres. The League can supply to its active workers, individual or club, advance information on every picture produced, whether endorsed or not, at a price of thirty dollars a year. These reports are on cards so that they can be filed. In the case of an unendorsed film the criticisms are crystallized in a statement of the psychological laws which have been violated.

The League publishes *The National Motion Picture League Bulletin,* a weekly publication, giving brief reviews and classifications of current films, $5.00 a year.

National Organization for Public Health Nursing
370 Seventh Avenue, New York City
Assistant Director, Beatrice Short

The National Organization for Public Health Nursing is the unifying national agent in public health nursing. It seeks to insure to communities the best possible public health nursing service by the development of standards and techniques and to help make such service available to all.

For all the agencies interested in or administering public health nursing services and for the thousands of public health nurses throughout the country, the organization acts as a central bureau to which they may turn for information and advice upon any matter relating to public health nursing.

Nurses who are working alone in rural sections of the country; superintendents who are directing the complex activities of a city agency, or boards of directors who are planning a new service, reorganization or amalgamation of service, find in the NOPHN a guide through their difficulties.

By letters, interviews, or field visits, an advisory service is offered to all.

The NOPHN maintains: (1) a monthly magazine; (2) a statistical service; (3) a vocational service; (4) a loan library service.

Throughout, its aim is to strengthen the work of state and local groups.

Membership in the organization is of two types: corporate membership offered to any group of people interested in or administering a public health nursing service, and individual membership offered to both nurses and lay people.

The monthly magazine: *The Public Health Nurse,* includes original articles, reports of studies, and discussions of problems in public health work, $3.00 per year. Other publications include: *Manual of Public Health Nursing,* a guide to the nurse, $1.10; *Normal Development of the Child,* How the Public Health Nurse May Contribute to It, 1926, 10c; *Hints to Parents on the Health of Their Children,* by Sherman, 1922, 10c; *The School Nurse, as a Nurse, a Teacher, a Social Worker,* by Chayer, 1922, 25c; *Posters, Past and Present,* by Roberts and Short, 1927, 10c; *The County Nurse and the County Fair,* by Roberts, 1927, 15c.

National Probation Association
370 Seventh Avenue, New York City
General Secretary, Charles L. Chute

The objectives of the National Probation Association are: "juvenile courts in each city or county equipped to safeguard every child needing court care; domestic relations courts, available everywhere, equipped to deal with and prevent desertion, non-support and other family difficulties; trained, experienced, adequately salaried probation officers, both men and women, selected for merit and fitness, in every court dealing with delinquents; clinics for physical and mental examination and treatment available to all courts; state and national organization and supervision of this work to prevent abuse and to develop the highest standards; an enlightened public, alert to support every measure to lessen and prevent delinquency."

Work of the Association includes: drafting and securing enactment of needed laws in many states; extending the use of the federal probation law in the United States courts; studying court systems; conducting city and state surveys; organizing local committees and state branches and cooperating closely with state departments supervising probation; securing the appointment of qualified probation officers; holding conferences and institutes for training and recruiting

probation officers; publishing helpful literature; and serving as a clearing house of information for the entire country.

The Association is supported entirely by membership dues and voluntary contributions. Membership in the Association, $2.00 or more a year, includes the sending of publications regularly.

Publications of the Association include: *Probation,* a monthly bulletin, $1.00 per year; the *Annual Proceedings;* pamphlets and leaflets of an educational character.

National Safety Council, Educational Division
1 Park Avenue, New York City
Vice President in Charge of Education, A. W. Whitney

The Educational Division, one of several divisions of the National Safety Council, is responsible for the development of materials and methods for accident prevention work with children. It gives assistance on any problems relating to safety teaching through correspondence, consultation, field work, and publications.

A special school membership fee of $5.00 is provided which entitles the school to certain publications, consultation, and film and slide service.

Some of the materials are: *Safety Education,* a magazine for the school issued during school months, containing lesson plans, stories, plays, information on seasonal hazards, and a colored picture supplement, $1.00 per year; *An Introduction to Safety Education,* a manual for the teacher giving the subject matter of safety with suggestions for the correlation of safety with the regular courses of study, 30c; *Safety Education in the Elementary School,* a technique for developing subject matter, $1.10; *The Junior Safety Council,* a handbook of extra-curricula activities, 30c; *Safety Activities for Supervised Playgrounds,* a program issued in cooperation with the Playground and Recreation Association of America, free; safety plays, such as "Bruin's Inn," fire prevention and conservation of the forests, 25c; safety posters, one series of 8, $1.00, one series of 4, 50c; "Adventurous Living," a sermon outline, free; "Safety For More and Better Adventures," free.

National Society for the Prevention of Blindness
370 Seventh Avenue, New York City
Managing Director, Lewis H. Carris

The National Society for the Prevention of Blindness is a representative volunteer organization of national scope, supported entirely by membership fees and contributions, for the purpose of preventing blindness and saving sight. Its function is to keep abreast of the scientific advances in medical and pedagogical knowledge and, further, to inform the public generally, in non-technical language, of such advances and how they may be applied in preventing blindness and saving sight.

Its work includes: preventing blindness in the newborn baby; saving the sight of the pre-school child; saving the sight of the school child; promoting sight-saving class work; preventing vision impairment caused by venereal diseases; eradicating trachoma; and reducing the eye hazards in industry.

Along these lines, the Society has developed field service and literature. The Society responds to calls from all parts of the United States for aid in forming educational and legislative programs. Representatives are sent to local communities, and through lectures, consultation, and advice, state and local organizations are aided in planning their administrative work of lessening impairment of vision and preventing blindness.

Publications of the Society include the following which are of particular interest: *The News Letter,* published five times a year; *The Sight Saving Class Exchange,* published five times a year; *The Junior News Letter,* four times a year, for junior members; *Sight Saving Classes in School Systems,* $1.00 per 100; *Conserving the Sight of School Children,* 35c; *Common Causes of Blindness in Children,* 10c; *Directions for the Prevention of Blindness From Babies' Sore Eyes,* $1.75 per 100; *Lighting the Schoolroom,* $1.00 per 100; *Monuments of Neglect: Cross-Eyed Children Grown Up,* $1.50 per 100; stories contaning eye health lessons, $1.00-$1.50 per 100. In addition to publishing and distributing its own publications, the Society serves as a distributing agency for reprints from various magazines dealing with prevention of blindness. A list of these pamphlets may be secured from the Society.

National Society for the Study of Education
10 Putnam Street, Danvers, Massachusetts
Secretary-Treasurer, Guy M. Whipple

"The purpose of the National Society for the Study of Education is to promote the investigation and discussion of educational questions. To this end it holds annual meetings and publishes a series of yearbooks." Any person interested in receiving its publications may become a member by sending to the Secretary-Treasurer information concerning name, address, and class of membership desired, and a check for $3.00 or $3.50 for the first year, and $2.00 or $2.50 for succeeding years.

The yearbooks are issued in parts from one to four months before the annual meeting. They comprise from 600 to 800 pages annually and are used as the basis for the discussion at the annual meeting. Yearbooks for former years may be secured from the Public School Publishing Company, Bloomington, Illinois, and some of them are as follows: 23rd Yearbook, 1924, Part I, *The Education of Gifted Children,* by Guy M. Whipple, $1.75; 26th Yearbook, 1927, Part I, *Curriculum Making: Past and Present,* by Harold Rugg, $1.75; 26th Yearbook, 1927, Part II, *The Foundations of Curriculum Making,* $1.50; 27th Yearbook, 1928, Part I, *Nature and Nurture: Their Influence Upon Intelligence,* by L. M. Terman, $1.75; 27th Yearbook, 1928, Part II, *Nature and Nurture: Their Influence Upon Achievement,* $1.75; 28th Yearbook, 1929, Parts I and II, *Preschool and Parental Education,* by Lois Meek, et al., paper, $3.00, cloth, $3.60.

National Story Tellers' League
2107 S Street, N. W., Washington, D. C.
President, Ellen Dashiell

"The purpose of the Association is to encourage the art of story telling among men, women, and children in the United States and Canada through the promotion of the organization and continuous

efficiency of different groups of persons who, as members of communities or schools, colleges, or churches, shall hold local stated meetings for the practice of story telling, and through the bringing of such groups of story tellers into affiliation with each other as members of this central organization.

"The National League stands for a knowledge of the best stories in the world's literature. It encourages story telling and the use of classics and folk lore in education. It fosters creative work in the writing and re-writing of stories from historic and classic sources. It serves as a medium for the exchange of experiences in the use of the story. It brings together in story telling leagues those whose hearts are afire with this work, that they may impart its spirit to others."

The League is composed of local leagues of parents, teachers, et cetera, or of young people under the leadership of an older person, who pay as a group a membership fee of $5.00 to the National League, and send a yearly report of their activities.

The National League publishes a yearbook containing the reports from each district of the United States and from local leagues, and information about the work of the league.

National Tuberculosis Association
370 Seventh Avenue, New York City
Acting Director Child Health Education, Nora L. Reynolds

As a part of its program for the prevention of tuberculosis the N. T. A. promotes health education for children through the schools. Some of its activities in this connection are:

1. Offering demonstration courses in health education for teachers and making surveys of the present health training given to teachers in any state on request.

2. Giving assistance to educational officials in the preparation of courses of study in health and in the development of a health program in high schools.

3. Supplying materials for the Modern Health Crusade, a method of training children in the formation of health habits through the daily performance of health acts. Millions of children are enrolled in the Crusade in this and other countries. The essentials of the Crusade are: the statement of health acts known as "chores"; the regular performance of these acts; the daily recording of such performance.

Material for the Crusade is published by the National Association and may be secured through the state tuberculosis or public health association or through its local associations. Some of these materials are: *Modern Health Crusade,* introductory course for kindergarten and primary grades; *Modern Health Crusade,* general course for grades 3, 4, 5, and 6; *Modern Health Crusade, Supplementary Devices; Modern Health Crusade, Nutrition Course;* "Chore Record Folder," score card for individual crusaders; "Nutrition Folder," special score card for nutrition course; "Keep Well Guide," a daily reminder of the daily chores, 22½x34, illustrated with attractive pictures showing daily performance of health acts; *Health Songs,* a booklet of health songs for children; "Plays and Pageantry," a list of health plays recommended by the National Health Council; *Health Training in the Schools,* by Theresa Dansdill, presenting a course of

health lessons, based upon information, specific acts, corrective exercises, projects, stories, poems, and games, $1.00; *A Health Education Procedure For the Grades and Grade Teachers*, by Kathleen Wilkinson Wooton, a companion volume to *Health Training* but centering more attention on the training of teachers, $1.00.

Pathfinders of America, "Human Engineers"
312 Lincoln Building, Detroit, Michigan
Founder, Executive Secretary, and Leader, J. F. Wright, D. C. S.

The Pathfinders of America is an agency for moral education operating in public, private, and parochial schools upon the invitation of the school authorities. The center of its activity is the public school system of Detroit, Michigan. The course on Human Engineering or Reading the Price Tags of Life is taught from the fourth to the twelfth grades inclusive by special instructors who devote their entire time going from room to room and from school to school.

The lessons consist of lesson outlines written by the Founder or the instructor on such topics as cheerfulness, helpfulness, ambition, reponsibility, truth, self-control, et cetera, and presented in inspirational lecture form by the instructor. A synopsis of the subject presented is given each child, who is urged to take it home and discuss it with his parents. Two weeks after the lesson presentation, the class, under the leadership of its own class president who has received instruction from the Pathfinder office, and, supervised by the room teacher, conducts a class discussion. After the discussion period each member of the class writes a letter to the Pathfinder instructor, telling what part of the lesson appealed to him most and how the best use of it can be made in his daily life.

The lessons are not prepared in permanent form, but in a simple sheet form allowing for change from time to time.

Playground and Recreation Association of America
315 Fourth Avenue, New York City
President, Joseph Lees
Secretary, Howard S. Braucher

The purpose of the Association is the "development in all communities through public and private agencies and by every appropriate means, of play and recreation, higher and more adequate community and neighborhood expression, a better social life and better moral and industrial conditions."

The Association upon request aids any recreational, social or governmental agency in the establishment or promotion of recreational facilities. In 1928, 462 communities in 44 states were served through personal visits by field workers and practically 6,000 different communities were helped through correspondence and through consultation at the headquarters office of the Association. The Association works throughout the United States in any type of community and will answer any request within the limits of its resources entirely independent of financial support.

The organization is supported by about 15,000 contributors per year. A contributor paying $5.00 or more is considered a contributing member and is entitled to a year's subscription to the magazine and

to the Bulletin Service. The Association also has a junior membership for children who contribute $1.00 for the support of the program. At the present time there are several hundred of such members.

The Association issues a monthly magazine, *The Playground,* "The Tool Kit of the Recreation Worker," $2.00 per year. Among other publications are: *The Handcraft Book,* containing patterns for toys and other articles, $1.25; *Recreational Games and Programs,* a book on social recreation activities, 50c; *88 Successful Play Activities,* containing suggestions for contests of many kinds, 60c; *Play Areas —Their Design and Equipment,* $2.50; *Community Music,* a guide for the conduct of community music activities, $1.50; *Community Drama,* a book for directors of amateur dramatics, $2.00; and, *Rural and Small Community Recreation* (in preparation). Through the Community Drama Service of the Association may be secured lists of plays, pageants, and inexpensive mimeographed bulletins outlining programs for holiday and special day celebrations. The Community Drama Service is glad to advise on problems of play production.

Progressive Education Association
10 Jackson Place, Washington, D. C.
Executive Secretary, Morton Snyder

The Progressive Education Association was founded by the informal coming together of widely separated individuals who were seeking to establish in schools in which they were interested a better sort of education for young people. The founders of the Association conceived of it as a cooperative organization which, by enrolling all those interested in the forward movement in education, could give unity, force, and direction to what otherwise would be scattered efforts. The Association is devoted to the task of spreading knowledge of progressive educational principles.

The Association serves the cause of educational progress in various ways. The Washington office during the course of a year answers many inquiries from members and others on every possible educational problem. Through its correspondence and its publications the Association serves as a clearing house for the dissemination of information concerning development in education at all levels. The secretary assists in finding speakers and in arranging programs for school and parent groups, and meets faculties, trustees, and patrons of various schools for the purpose of discussing school policy and practice.

Membership in the Association, numbering over 6,000, includes administrators, teachers, students, and parents. Memberships are as follows: subscribing membership, $3.00; contributing membership, $5.00-$40.00; sustaining membership, $50.00 or more. These include a year's subscription to the quarterly magazine, *Progressive Education.*

Other publications of the Association include: *The Project as an Education Instrument,* the project method in progressive schools, 25c; *The Progressive Parent,* problems of home and parenthood, 25c; *The Environment For Creative Education,* ten articles with many photographs showing children in ideal school environments, 35c; *Creative Expression Through Music,* new methods of developing the musical talents of children, illustrated, 35c; *The Three R's,* 35c; *After Ten Years,* 35c. All publications issued during the year may be secured by paying a membership subscription of $3.00.

The Quaker Oats Company—School Health Service
80 East Jackson Street, Chicago, Illinois
Director, Phyllis Radford

"The purpose of the School Health Service of the Quaker Oats Company is to develop literature and other educational materials directly suited to the needs of schools and social agencies whose work brings them into contact with groups of children. The policy is to carry no advertising but present the historical and modern facts about grains and their place in the growth of civilization in such a way as to make the materials sound from pedagogical and health standpoints."

The following are the materials prepared by the School Health Service: *Hob o' the Mill,* by Grace T. Hallock and Julia Wade Abbott, for 4th, 5th, and 6th grades, a booklet of stories of grain in ancient and modern times, illustrated with colored pictures, 109 p.; *Around the World With Hob,* a book of rhymes about cereals for the primary grades; *Grain Through the Ages,* by Grace T. Hallock and Thomas D. Wood, for 7th, 8th, and 9th grades, poems and stories about grain, illustrated with colored pictures, paper backed, 96 p.; *Suggestions to Teachers in the Use of Hob o' the Mill,* suggestions of projects to be carried out in connection with the use of the book with a bibliography of books on related topics, 11 p.; "Carrying Grain in Ancient Times," a poster, 20x27, illustrating an epoch in the history of grains; "Uncle Sam's Farm," a map project, especially suitable for 5th, 6th, and 7th grades, consisting of an outline map, 30½x44, a set of colored illustrations depicting the nation's chief farm products (these to be cut out and pasted in the states producing them), a teacher's guide.

A limited number of these materials may be secured free for school use.

Radio Corporation of America, Division of Education
233 Broadway, New York City
Director, Alice Keith

The Radio Corporation of America sponsors an educational hour for elementary schools, high schools, and colleges of the United States and Canada. During 1928-29 this hour has been used for the broadcasting of concerts. "These concerts are intended to supplement such instructions as the pupils may receive in their schools, to stimulate their love for music and to encourage them in self expression through school choruses and orchestras."

Materials aiding in the use of this educational hour in schools are published by the Radio Corporation. Those for 1928-29 are as follows: *Programs,* The R C A Educational Hour; *Radios in Education,* by Alice Keith; *Teacher's Manuol For Educational Hour,* suggestions for discussions of concert numbers, by Walter Damrosch.

The Religious Education Association
308 North Michigan Avenue, Chicago, Illinois
Secretary, J. M. Artman

The Religious Education Association publishes a journal, maintains an exhibit library and bureau of information, conducts annual conventions, directs research, and serves as a clearing house for in-

formation in the field. Membership in the Association is free to those who request it.

Publications of the Association include: *Religious Education,* issued monthly except July and August—"It seeks to present on an adequate, scientific plane, those factors which make for improvement in religious and moral education"—$5.00 per year; reprints from *Religious Education*—"The Significance For Religious Education of Trends in the Psychology of Religion," by William Clayton Bower, 15c; "Use of Drama in Religious Education," with which is combined a "list of plays for various occasions," by Grace Sloan Overton, 15c; "A Selected Bibliography in Religious Education," compiled by Laird T. Hites, 15c; other reprints from time to time; "Testing the Knowledge of Right and Wrong," by Hugh Hartshorne, Mark A. May, and others, *Monograph No. 1,* 75c.

The Religious Education Council of Canada

Room 433, 299 Queen Street West, Toronto 2, Ontario, Canada

General Secretary, D. R. Poole

Secretary, National Children's Work Board, NeTannis Semmens

The Religious Education Council of Canada is composed of officially appointed representatives from the various Protestant denominations in Canada, comprising the children's, girls', boys', and young people's departmental boards, and is organized according to the following standing committees: church vacation schools, home religion and adult work, leadership training, lesson committee, policy and finance, religious education in colleges, statistics and surveys, weekday religious education.

This cooperative organization in religious education recognizes the right and responsibility of each unit through its own properly constituted authorities to direct its own work of religious education, yet has agreed to cooperate wherever possible believing that much of this work is common to all and through cooperation, efficiency, economy, and Christian fellowship, is made effective.

The Council functions territorily in every part of the Dominion of Canada, through seven Provincial Religious Education Councils, organized on the same cooperative lines.

Each department board under supervision of the Religious Education Council of Canada is responsible for creating and promoting its own literature. The Children's Work Board gives guidance to children's work in Canada in harmony with the constitution and principles of the Religious Education Council of Canada. Some of the materials prepared and published by the Board are: The Canadian Junior Program, including "A Weekday Programme of Religious Education For Junior Children," by Nellie V. Burgess and Louise G. Coulton—First Year, *Explorations in God's World Round About Us,* $1.00, Second Year, *Explorations in the Land Where Jesus Lived,* $1.00, Third Year, *Explorations in Other Parts of God's World,* $1.00; insignia; code cards; initiation ceremonies; certificates; registration forms; *The Canadian Junior Manual,* 25c; also, memory course leaflets, *A Memory Course of Bible Passages, Hymns, Prayers, and Graces;* pamphlets—*The Cradle Roll Department, The Beginners' Department, The Primary Department, The Junior Department; A Promotion Day Programme;* leadership training material—*Training For Leadership*

in Children's Work, a pamphlet; specialization course, *Beginners' Department Unit I,* 25c; *Primary Department, Unit I,* 25c; and mimeographed outlines for *Primary Department Unit II, Junior Department Unit II, Broad Specialization Units I and II,* elective Units on *Story Telling* and *A Study Course For Parents.*

The Boys' Work Board promotes what is known as a Trail Ranger Program for boys 12 to 14 years and a Tuxis Program for boys 15 to 18, while the Girls' Work Board promotes a program known as Canadian Girls in Training. These programs are promoted through Sunday school classes meeting Sunday and mid-week with special features, such as camp conferences, parliaments, councils, et cetera.

The Young Peoples' Board promotes work for young people from 18 to 24 years of age, through Sunday school classes and young people's organizations, with a wide variety of activities including conferences, camps, leadership training, institutes, et cetera.

The Salvation Army
853 Broadway, New York City
National Secretary, Colonel Walter Jenkins

The movements within the Salvation Army for children are the Cradle Roll, Band of Love, 6-11 years, Life-Saving Chums (Junior Scout Organization), 8-11 years; Sunbeam Brigade (Junior Girl Scout Organization), 8-11 years.

The purposes of these organizations are to provide suitable training for boys and girls within the ages given and to prepare them for the Salvation Army movements for older boys and girls. The programs for the Live-Saving Chums and Sunbeam Brigade correspond to those of the Cubs of the Boy Scouts and the Brownies of the Girl Scouts, adapted to the Salvation Army program.

Information about these organizations may be secured from the Salvation Army headquarters and are described in: *The Life-Saving Chums,* junior boys' organization, its aims, constitution, and organization; *Sunbeam Brigade,* junior girls' organization, its method, aims, and organization.

School Garden Association of America
Newark, Delaware
Secretary, R. W. Heim, State Director of Vocational Education, University of Delaware

The aim of the School Garden Association of America is the promotion of school gardens and every possible form of nature contact in teaching nature in the schools. It encourages the school use of bulbs and classroom plants, and in spring the planting of seeds by children. Its branch Associations conduct experiments, nature- garden centers, meetings, shows, projects and plant exhibits, nature clubs, nature lectures, and other activities.

The Association has no regular publication, though branch associations do publish leaflets, such as, *The Nature Garden Guide,* published during the school months by the School Garden Association of New York.

The School Republic
7100 Cherokee Avenue, Mt. Airy, Philadelphia, Pennsylvania
Founder and Promoter, Wilson L. Gill, President of American Patriotic League

The School Republic is a plan of pupil self-government in which the school is organized as a republic under the Constitution of the United States. Its purpose is "to stop crime at its source; to help all persons in childhood to develop good character and loyalty to the Constitution; and to understand that the spirit of the Constitution is expressed by the Golden Rule and that the principal feature of the plan of the Constitution is that the people shall express their will by their votes, and that every citizen shall vote in every election for which he is qualified; to help put the Golden Rule into general operation and to help develop civilization throughout the world to the highest plane which is attainable on earth."

According to the plan an individual school is organized as a republic; each room as a city; several rooms may form a state. These divisions all have their pupil officers elected by the pupils themselves, their laws passed and enforced by the pupils. The teacher is instructor in this as in all other school work, and every act of the school republic must have the approval of the principal or the teacher before it is put into effect. The teacher is not a citizen, but is the instructor. The plan is used with pupils from the kindergarten through college, and it is estimated that the present membership in such republics is several million in this and other countries. The United States Government has put it into operation in several thousand school rooms.

The following are the materials explaining the plan more fully: *A New Citizenship,* giving the principles and conditions involved, a history of the movement, testimony, et cetera, $2.00 and postage; *The Boy's and Girl's Republic,* containing a school city charter and constitutions for the school and for national and state federations of school republics, articles of agreement founding the Children's International State, suggestions for legislation and activities, for conducting legislative meetings and sessions of a court, and for reports and records, testimony regarding the value of the responsibilities of American citizenship for moral, civic and pedagogical purposes and of the success of the School Republic plan for using those responsibilities, $1.00 and postage; *The School City Charter and the School City,* an abridgment of *The Boy's and Girl's Republic,* containing the daily three minute readings, 25c and 1½c postage. Promotional leaflets are available.

The plan in essentially the same form is in use in Cuba, the Argentine Republic, New Zealand, Japan, Austria, and other countries, and a Children's International State for the promotion of world friendship has been organized with the following International pledge: "We, the new citizens, builders of the world of tomorrow wish to have our world at peace. We wish for all people, health, happiness, and intelligence; good manners, good morals, and good fortune. We join hands from land to land and promise to do our best to serve the world, each in our own village, town, or city, each in our own dear country, and all together in the Children's International State." This pledge is repeated each Friday by the thousands of children in our country who have joined the movement.

The Social Service Council of Canada
309 Metropolitan Building, 44 Victoria Street, Toronto 2, Ontario, Canada
General Secretary, J. Phillips Jones

The Social Service Council of Canada, a Federal Council of Churches and Other Organizations for the Promotion of Social Welfare, works for the preservation of the home and studies the causes that lead to the disintegration of the family. Much of their work deals with the child and the home.

The Council supports a loan library containing a section on child welfare, and in the information files there is a section on child welfare in practically all its phases. Publications of the Council include: *Social Welfare,* a monthly magazine dealing with all phases of social work, $2.00 per year; the Conference Proceedings, free; *Some Practical Suggestions For Recreation Activities in the Home, School, and Community,* 15c; *Health and Housing,* free; *Housing of the Working Classes,* free; *Housing and Land Development,* free; *Some Canadian Rural Problems,* free; *The Verdict of Science on Alcohol,* free.

Society for Visual Education
327 South La Salle Street, Chicago, Illinois
General Manager, Mildred Marie Witham

The Society for Visual Education manufactures and sells film stereopticon and Picturols (film slides) to schools, churches, and industries. They distribute religious and educational still films made by all other organizations, as well as motion picture projectors, glass slide projectors, screens, and accessories—a complete visual service. They publish and distribute free of charge an annual *Visual Review* to churches, libraries, and teachers upon request, and send out other helpful leaflets and articles from time to time. They also produce educational motion pictures available on rental in standard size and for outright sale in either 16 mm. or 35 mm. width.

United States Department of Agriculture
Boys and Girls 4H Club Work, Office of Cooperative Extension Work, Washington, D. C.
Chief, C. B. Smith

The 4H Club Work is a part of the National Agriculture extension system by means of which instruction in agriculture and home economics is given to rural boys and girls by the United States Department of Agriculture, the landgrant colleges, and local agencies, cooperating. The instruction is given by means of farm, home, and community demonstrations and club activities, carried on by the young people themselves for the purpose "of helping country boys and girls to improve rural farm and home practices and the social life of their own communities; of showing them the possibilities of rural life; of aiding those who so desire to become efficient farmers and home makers; and of teaching rural boys and girls how to make of themselves public-spirited, useful citizens and leaders in rural affairs."

The outstanding characteristics of 4H Club work is that each member conducts a substantial piece of work, designed to show some

better practice on the farm or in the home or community; keeps a record of results; explains the work to others; and makes a final report on the work. Typical lines of club work are: growing an acre or more of cotton in accordance with the directions of the agriculture college, raising a sow and litter of pigs according to instructions, growing fruits and vegetables in accordance with the dietary needs of the family, canning the surplus in the most approved ways, and other phases of farm and home work that especially appeal to young people.

The work is carried on with boys and girls 10-20 years of age, usually through groups of 10-20 members. The number in the United States totals about 650,000. The local groups meet from time to time, conduct their meeting along parliamentary lines, have a program in which the progress of their respective lines of work is presented and discussed, give demonstrations, sing songs, play games, practice yells, and carry on like matters of interest to young people.

Circulars about the work are published by the department. Many of these are in mimeograph form as Extension Service Circulars, and treat the various types of clubs, poultry, sewing, et cetera. Single copies of the bulletins: *Boys and Girls 4-H Club Work* and *Boys and Girls 4H Club Work Under the Smith-Leaver Act, 1914-1924,* may be secured from the department; additional copies from the Superintendent of Documents, Government Printing Office, Washington, D. C., for 10c and 15c, respectively.

United States Public Health Service
Treasury Department, Washington, D. C.
Surgeon General, Hugh S. Cumming, M. D.

The general functions of the United States Public Health Service are: protection of the United States from the introduction of disease from without; prevention of the interstate spread of disease and suppression of epidemics; medical examination of arriving aliens and persons destined to the United States as immigrants; cooperation with state and local health authorities, as well as with Federal agencies, in health matters; investigation of the diseases of man; supervision and control of biologic products; medical care of American merchant seamen and other legal beneficiaries; conduct and maintenance of narcotic farms for the rehabilitation of Federal prisoners and others who are narcotic addicts; public health education and dissemination of health information.

Many contributions to modern hygiene and medicine have been made by the research workers of the Public Health Service. Observations made by a Service officer as to the incubation period of yellow fever materially aided in the discovery of the mode of its transmission. Studies made by the Service have shown that pellagra is a disease caused by improper diet, and that the prevention and cure of the disease lie in the eating of a well-balanced diet. The identification of the American species of hookworm as the cause of a widespread anemia was accomplished by an officer of the Service and has resulted in a noticeable diminution of the prevalence of this disease. Through its investigations of leprosy the Public Health Service has developed a method of treatment which promises improvement and possibly a cure. The cause of tularaemia or deer fly fever, a new disease endemic

in certain sections of the United States, was recently discovered by an officer of the Public Health Service. Many other contributions of less importance to the public health have been made by the investigators of the Public Health Service.

Complete lists of the Service publications may be secured by addressing the Surgeon General, U. S. Public Health Service, Washington, D. C. Publications of interest to the general public are available on almost any subject desired. Most of these publications may be secured free of charge. Among the subjects on which literature is available may be mentioned: child and school hygiene, community health, sex education, and information relative to a number of special diseases, as typhoid fever, smallpox, and others.

Wild Flower Preservation Society
3750 Oliver Street, Washington, D. C.
President, P. L. Ricker

The aim of the Wild Flower Preservation Society is the protection and preservation of native wild plant life. Local chapters of the Society are located in most states.

Membership in the National Society is open to anyone paying dues; $1.50 for annual membership to $25.00 for sustaining membership; junior members (under 17 years) 10c. Teachers organizing a group of 25 or more junior members each year receive an annual membership free.

Wild Flower is the official national publication and is sent to all those paying the $1.50 membership fee or more.

Some materials made available by the national society are: flower outlines for coloring, 6x9, 1c each; pictures of flowers, postcard size, colored and in natural setting, in sets of 12, 25c; leaflets, giving illustrations of vandalism and carelessness in destroying wild flowers, pleading for protection and conservation of wild plant life, 1c each or 75c per 100; small cartoon sticker, showing destruction of wild flowers, 30c per 50 copies.

Additional materials may be secured from local chapters, especially lists of flowers to be protected in each section.

The Woodcraft League of America
70 East 45th Street, New York City
Chief, Ernest Thompson Seton

The purpose of the Woodcraft League is the "development of character through an all-year-round program of recreation for both sexes and all ages." It carries on its work through four branches, the Little Lodge for boys and girls under twelve, the Big Lodge for young men and young women from twelve to eighteen, the Adult Lodge for men and women over eighteen, and the Family Lodge for father and mother and all the children.

Woodcraft activities include everything that makes for all-round development of manhood and womanhood: athletics, nature study, handicraft, campercraft, hiking, homecraft, woodlore, townlore, dramatics, pantomime, dancing, swimming, photography, Indian lore, and book lore.

The Woodcraft League plans and promotes the Woodcraft program with such groups as churches, Sunday schools, settlements, young people's organizations, schools, home groups, summer camps, and independent groups. It holds conferences and demonstrations, and conducts courses to train men and women for Woodcraft leadership. It publishes: *Little Lodge Manuals,* 25c; *The Birch Bark Roll,* the Woodcraft Manual, $2.00; *Totem Board,* a monthly magazine; various kinds of nature materials; and prepares equipment and insignia for the lodges.

Areas of Human Experience

Index Outline

The "Areas of Human Experience" prepared by the International Council of Religious Education as a means of analyzing human relations and functions is used here to index the bulletin. Under each of the eleven main heads are parallel sub-heads, indicating the type of work done or the type of materials prepared by the organization for the child himself, for the parents, for teachers, or for the general advancement of society. The following is the general outline of the areas and subdivisions used in this index:

I. Health
- Clubs for Children or Organizations Having Materials for Children
- Parental Education
- Teaching Suggestions
- Work for Child Health—Legislation, etc.
- Research

II. Education
- Clubs for Children or Organizations Having Materials for Children
  1. Character Training
  2. Nature Material
  3. Stories, Reading Lists, etc.
  4. Visual Materials
- Teaching Suggestions
  1. Character Education
  2. Nature Study.
  3. Story Telling
- Home Training
- School Standards and Promotion
- Special Groups—Provision of Education for, or Teaching Suggestions
- Research

III. Economic
- Clubs for Children or Organizations Having Materials for Children
- Information for Parents and Teachers
- Teaching Suggestions
- Legislation and Other Work

IV. Vocational
- Clubs for Children or Organizations Having Materials for Children
- Teaching Suggestions

V. Citizenship
- Clubs for Children or Organizations Having Materials for Children
- Teaching Suggestions
- Work for Better Citizenship—Legislation, etc.

VI. Recreation
- Clubs for Children or Organizations Having Materials for Children
- Leaders' Suggestions

VII. Sex, Parenthood, and Family Life
- Clubs for Children or Organizations Having Materials for Children
- Parental Training — Child Management, etc.
- Teaching Suggestions — Sex Instruction, etc.
- Provision of Homes—Improving Condition of Homes
- Research

VIII. General Life in the Group
- Courtesy, General Contacts on Street, in Public Places, etc.

IX. Friendship
- Clubs for Children or Organizations Having Materials for Children
  1. General Friendship
  2. World Friendship
- Teaching Suggestions
  1. General Friendship
  2. World Friendship

X. Aesthetic
- Clubs for Children or Organizations Having Materials for Children
- Teaching Suggestions

XI. Specialized Religious Activities
- Clubs for Children or Organizations Having Materials for Children
- Training and Suggestions for Teaching
- Research

Index

Page

I. Health

Clubs for Children or Organizations Having Materials for Children

American Child Health Association 9
*American Junior Red Cross 13
American Social Hygiene Association 17
*Boy Rangers of America 20
*Boy Scouts of America 20
*Camp Fire Girls 22
Canadian Council on Child Welfare 23
Cleanliness Institute 28
*Cream of Wheat Company 29
*Girl Scouts 34
International Dental Health Foundation for Children 38
*Junior Red Cross in Canada 41
*Loyal Temperance Legion 42
Metropolitan Life Insurance Company 43
*National Child Welfare Association 48
National Dairy Council 52
National Safety Council 58
*National Tuberculosis Association 60
Quaker Oats Company 63

Parental Education

American Child Health Association 9
American Home Economics Association 12
American Medical Association 14
American Physical Education Association 15
American Social Hygiene Association 17
Better Babies Bureau—Woman's Home Companion 19
Borden Company 20
Bureau of Education—U. S. Department of the Interior 21
Canadian Council on Child Welfare 23
Canadian National Institute for the Blind 24
Child Study Association of America 25
Children's Bureau—U. S. Department of Labor 27
Children's Foundation 28
Department of Pensions and National Health, Canada 30
Earnshaw Knitting Company 31
Elizabeth McCormick Memorial Fund 32
Eye Sight Conservation Council 32
International Dental Health Foundation for Children 38
Metropolitan Life Insurance Company 43
National Child Welfare Association 48
National Committee for Mental Hygiene 48
National Federation of Day Nurseries 53
National Organization for Public Health Nursing 56
National Society for the Prevention of Blindness 58
United States Public Health Service 68

Teaching Suggestions

American Child Health Association 9
American Junior Red Cross 13
American Medical Association 14
American Physical Education Association 15
American Posture League 16
American Social Hygiene Association 17
Borden Company 20
Bureau of Education—U. S. Department of the Interior 21
Children's Foundation 28
Cleanliness Institute 28

*Membership for Children.

Page
Cream of Wheat Company....29
Eye Sight Conservation Council....32
International Dental Health Foundation for Children....38
Junior Red Cross in Canada....41
Metropolitan Life Insurance Company....43
National Child Welfare Association....48
National Dairy Council....52
National Safety Council....58
National Tuberculosis Association....60
Quaker Oats Company....63
United States Public Health Service....68

Work for Child Health—Legislation, etc.

American Association to Promote the Teaching of Speech to the Deaf 9
American Child Health Association.... 9
American Federation of Labor 10
American Federation of Organizations for the Hard of Hearing.10
American Medical Association....14
American Posture League....16
American Social Hygiene Association....17
Canadian Council on Child Welfare....23
Child Welfare Committee of America....26
Child Welfare League of America....26
Children's Bureau—U. S. Department of Labor....27
Elizabeth McCormick Memorial Fund....32
Eye Sight Conservation Council....32
International Association of Lions Clubs....36
International Order of the King's Daughters and Sons....39
International Society for Crippled Children....39
Kiwanis International....42
National Child Labor Committee....47
National Committee for Mental Hygiene....48
National Consumers League....50
National League of Women Voters....55
National Organization for Public Health Nursing....56
National Probation Association....57
National Society for the Prevention of Blindness....58
United States Public Health Service....68

Research

American Child Health Association.... 9
American Medical Association....14
American Posture League....16
American Social Hygiene Association....17
Child Welfare League of America....26
Children's Bureau—U. S. Department of Labor....27
Children's Foundation 28
Elizabeth McCormick Memorial Fund....32
National Committee for Mental Hygiene....48
United States Public Health Service....68

II. Education

Clubs for Children or Organizations Having Materials for Children

1. Character Training

*Boy Rangers of America....20
*Boy Scouts of America....20
*Boys' Club Federation....21
*Camp Fire Girls....22
*Girl Scouts....34
International Association of Lions Clubs....36
*Knights of King Arthur....42
*National Child Welfare Association....48

*Membership for Children.

Page
*Pathfinders of America....61
*School Republic....66
*Woodcraft League of America....69

2. *Nature Materials*
*American Humane Education Society....12
*American Nature Association....15
*American Tree Association....18
*Boy Rangers of America....20
*Boy Scouts of America....20
*Camp Fire Girls....22
*Girl Scouts....34
*National Association of Audubon Societies....45
School Garden Association of America....65
*Wild Flower Preservation Society....69
*Woodcraft League of America....69

3. *Stories, Reading Lists,* etc.
American Foundation for the Blind....11
American Library Association....13
Bureau of Education—U. S. Department of the Interior....21
Child Study Association of America....25
Institute of Character Research....35
International Kindergarten Union....38
John Hancock Mutual Life Insurance Company....41
Metropolitan Life Insurance Company....43
*National Story Tellers' League....59

4. *Visual Materials*
National Board of Review of Motion Pictures....46
National Motion Picture League....56
Society for Visual Education....67

TEACHING SUGGESTIONS

1. *Character Education*
Character Education Institution....24
Institute of Character Research....35
International Association of Lions Clubs....36
National Child Welfare Association....48
Pathfinders of America....61
School Republic....66

2. *Nature Study*
American Humane Education Society....12
American Nature Association....15
American Tree Association....18
School Garden Association of America....65
Woodcraft League of America....69

3. *Story Telling*
National Story Tellers' League....59

HOME TRAINING
American Association of University Women.... 8
American Library Association....13
Bureau of Education—U. S. Department of the Interior....21
Child Development Institute....25
Child Study Association of America....25
Children's Foundation....28
National Board of Review of Motion Pictures....46
National Congress of Parents and Teachers....49
National League of Compulsory Education Officials....55
National Motion Picture League....56

*Membership for Children.

Page

School Standards and Promotion

American Association to Promote the Teaching of Speech to the Deaf 9
American Federation of Teachers.....11
Bureau of Education—U. S. Department of the Interior.....21
Bureau of Educational Research.....22
Child Development Institute.....25
Department of Elementary School Principals.....29
Department of Superintendence 30
International Kindergarten Union.....38
Jeanes Fund.....40
Julius Rosenwald Fund.....41
National Association for the Study of the Platoon or Work-Study-Play School Organization.....44
National Association of Teachers in Colored Schools.....45
National Association of Visiting Teachers.....46
National Committee on Visiting Teachers.....49
National Congress of Parents and Teachers.....49
National Council of Primary Education.....51
National Education Association of the United States.....52
National League of Women Voters.....55
National Society for the Study of Education.....59
Progressive Education Association.....62

Special Groups—Provision of Education for, or Teaching Suggestions

American Association to Promote the Teaching of Speech to the Deaf 9
American Federation of Organizations for the Hard of Hearing.10
American Foundation for the Blind.....11
Boys' Club Federation.....21
Canadian National Institute for the Blind.....24
Eye Sight Conservation Council.....32
International Boys' Work Council.....36
International Kindergarten Union.....38
International Society for Crippled Children.....39
National Association of Visiting Teachers.....46
National Committee for Mental Hygiene.....48
National Committee on Visiting Teachers.....49
National Federation of Day Nurseries.....53
National Federation of Settlements 54
National Kindergarten Association.....55
National League of Compulsory Education Officials.....55

Research

American Foundation for the Blind.....11
Bureau of Education—U. S. Department of the Interior.....21
Bureau of Educational Research.....22
Character Education Institution.....24
Child Development Institute.....25
Committee on Child Development.....29
Department of Elementary School Principals.....29
Department of Superintendence 30
Institute of Character Research.....35
Iowa Child Welfare Research Station.....40
National Association for the Study of the Platoon or Work-Study-Play School Organization.....44
National Council of Primary Education.....51
National Education Association of the United States.....52
National Society for the Study of Education.....59
Progressive Education Association.....62

Page

III. Economic

Clubs for Children or Organizations Having Materials for Children

American Society for Thrift....17
*United States Department of Agriculture—4H Club Work....67

Information for Parents and Teachers

American Federation of Labor....10
American Society for Thrift....17
Child Welfare League of America....26
National Child Labor Committee....47
National League of Women Voters....55

Teaching Suggestions

American Society for Thrift....17
United States Department of Agriculture—4H Club Work....68

Legislation and Other Work

American Federation of Labor....10
Child Welfare Committee of America....26
Child Welfare League of America....26
Children's Bureau—U. S. Department of Labor....27
National Child Labor Committee....47
National Consumers League....50
National Federation of Settlements....54
National League of Women Voters....55

IV. Vocational

Clubs for Children or Organizations Having Materials for Children

*United States Department of Agriculture—4H Club Work....67

Teaching Suggestions

Federal Board for Vocational Education....33

V. Citizenship

Clubs for Children or Organizations Having Materials for Children

*American Junior Red Cross....13
*American Nature Association....15
American School Citizenship League....16
*American Tree Association....18
*Boy Rangers of America....20
*Boy Scouts of America....20
*Boys' Club Federation....21
*Camp Fire Girls....22
*Child Life Good Citizenship League....25
*Girl Scouts....34
John Hancock Mutual Life Insurance Company....41
*Junior Red Cross in Canada....41
*Loyal Temperance Legion....42
*National Association of Audubon Societies....45
National Safety Council....58
*School Republic....66
*Wild Flower Preservation Society....69

Teaching Suggestions

American Junior Red Cross....13
American Nature Association....15
American School Citizenship League....16
American Tree Association....18
Child Life Good Citizenship League....25
Junior Red Cross in Canada....41
Loyal Temperance Legion....42
National Association of Audubon Societies....45

*Membership for Children.

Page
National Safety Council....58
School Republic....66

Work for Better Citizenship, Legislation, etc.

National Federation of Settlements....54
National Probation Association....57

VI. Recreation

Clubs for Children or Organizations Having Materials for Children

*Boy Rangers of America....20
*Boy Scouts of America....20
*Boys' Club Federation....21
*Camp Fire Girls....22
Drama League of America....31
*Girl Scouts....34
*Knights of King Arthur....42
*Loyal Temperance Legion....42
National Board of Review of Motion Pictures....46
*National Story Tellers' League....59
*Playground and Recreation Association of America....61
*Salvation Army....65
*United States Department of Agriculture-4H Club Work....67
*Woodcraft League of America....69

Leaders' Suggestions

American Child Health Association....9
Boy Rangers of America....20
Boy Scouts of America....20
Boys' Club Federation....21
Bureau of Education—U. S. Department of the Interior....21
Camp Fire Girls....22
Canadian Council on Child Welfare....23
Children's Bureau—U. S. Department of Labor....27
Drama League of America....31
Girl Scouts....34
International Boys' Work Council....36
International Society of Christian Endeavor....39
Knights of King Arthur....42
National Board of Review of Motion Pictures....46
National Motion Picture League....56
National Safety Council....58
National Story Tellers' League....59
Playground and Recreation Association of America....61
Social Service Council of Canada....67
Woodcraft League of America....69

VII. Sex, Parenthood, and Family Life

Clubs for Children or Organizations Having Materials for Children

American Social Hygiene Association....17
*Boy Scouts of America....20
*Camp Fire Girls....22
*Girl Scouts....34
*United States Department of Agriculture-4H Club Work....67

Parental Training—Child Management, etc.

American Home Economics Association....12
Child Study Association of America....25
Children's Bureau—U. S. Department of Labor....27
Children's Foundation....28
Federal Board for Vocational Education....33
National Association of Visiting Teachers....46

*Membership for Children.

Page
National Committee for Mental Hygiene....48
National Committee on Visiting Teachers....49
National Congress of Parents and Teachers....49
National Federation of Day Nurseries....53
National Kindergarten Association....55

Teaching Suggestions—Sex Instruction, etc.
American Home Economics Association....12
American Medical Association....14
American Social Hygiene Association....17
Canadian Council on Child Welfare....23
Child Study Association of America....25
Federal Board for Vocational Education....33
United States Public Health Service....68

Provision of Homes—Improving Condition of Homes, etc.
American Association for Organizing Family Social Work.... 8
Big Brother and Big Sister Federation....19
Canadian Council on Child Welfare....23
Child Welfare Committee of America....26
Child Welfare League of America....26
International Order of the King's Daughters and Sons....39
Kiwanis International....42
National Federation of Settlements....54
Social Service Council of Canada....67

Research
Child Welfare League of America....26

VIII. General Life in the Group

Courtesy, General Contacts on Street, in Public Places, etc.
*American Humane Education Society....12
*American Junior Red Cross....13
American Medical Association....14
*Boy Rangers of America....20
*Boy Scouts of America....20
*Boys' Club Federation....21
*Camp Fire Girls....22
*Girl Scouts....34
International Society for Crippled Children....39
*Junior Red Cross in Canada....41
National Safety Council....58
United States Public Health Service....68

IX. Friendship

Clubs for Children or Organizations Having Materials for Children

1. General Friendship

*American Humane Education Society....12
Big Brother and Big Sister Federation....19
Kiwanis International....42

2. World Friendship

*American Junior Red Cross....13
*Children's International State....66
Cleanliness Institute....28
Committee on World Friendship Among Children....29
*International Society of Christian Endeavor....39
*Junior Red Cross in Canada....41
Missionary Educaticn Movement of the U. S. and Canada....44
National Council for Prevention of War....51
National Dairy Council....52
Religious Education Council of Canada....64

*Membership for Children.

Page

Teaching Suggestions

1. *General Friendship*

American Humane Education Society....12

2. *World Friendship*

American Child Health Association.... 9
American Junior Red Cross....13
American School Citizenship League....16
American Society for Thrift....17
Children's International State....66
Committee on World Friendship Among Children....29
International Society of Christian Endeavor....39
Junior Red Cross in Canada....41
Missionary Education Movement of the U. S. and Canada..44
National Council for Prevention of War....51
National Dairy Council....52
Religious Education Council of Canada....64

X. Aesthetic

Clubs for Children or Organizations Having Materials for Children

*American Humane Education Society....12
*American Nature Association....15
*American Tree Association....18
Drama League of America....31
*National Association of Audubon Societies....45
*National Federation of Music Clubs....54
Radio Corporation of America....63
School Garden Association of America....65
*Wild Flower Preservation Society....69

Teaching Suggestions

Child Study Association of America....25
Drama League of America....31
Federated Council on Art Education....34
National Association of Audubon Societies....45
National Federation of Music Clubs....54
National Federation of Settlements....54
Playground and Recreation Association of America....61
Radio Corporation of America....63

XI. Specialized Religious Activities

Clubs for Children or Organizations Having Materials for Children

Home Missions Council....35
*International Order of the King's Daughters and Sons....39
*International Society of Christian Endeavor....39
*Knights of King Arthur....42
*Loyal Temperance Legion....42
Missionary Education Movement of the U. S. and Canada....44
Religious Education Council of Canada....64
*Salvation Army....65

Training and Suggestions for Teachers

American Sunday-School Union....18
International Council of Religious Education....37
International Society of Christian Endeavor....39
Loyal Temperance Legion....42
Missionary Education Movement of the U. S. and Canada....44
Religious Education Association....63
Religious Education Council of Canada....64

Research

Institute of Social and Religious Research....35
International Council of Religious Education....37
Religious Education Association....63

*Membership for Children.

Topical Index

Page

Art

Federated Council on Art Education....34
Metropolitan Life Insurance Company....43

Biography

John Hancock Mutual Life Insurance Company....41
Metropolitan Life Insurance Company....43
National Council for Prevention of War....51

Blind

American Foundation for the Blind....11
Canadian Council on Child Welfare....23
Canadian National Institute for the Blind....24
Eye Sight Conservation Council....32
International Association of Lions Clubs....36

Character Training

Boy Rangers of America....20
Boy Scouts of America....20
Boys' Club Federation....21
Camp Fire Girls....22
Character Education Institution....24
Girl Scouts....34
Institute of Character Research....35
International Association of Lions Clubs....36
Iowa Child Welfare Research Station....40
Knights of King Arthur....42
National Child Welfare Association....48
Pathfinders of America....61
School Republic....66
Woodcraft League of America....69

Citizenship

American Junior Red Cross....13
American Nature Association....15
American School Citizenship League....16
American Tree Association....18
Boy Rangers of America....20
Boy Scouts of America....20
Boys' Club Federation....21
Camp Fire Girls....22
Child Life Good Citizenship League....25
Girl Scouts....34
John Hancock Mutual Life Insurance Company....41
Junior Red Cross in Canada....41
Loyal Temperance Legion....42
National Association of Audubon Societies....45
National Probation Association....57
National Safety Council....58
School Republic....66
Wild Flower Preservation Society....69

Crippled

International Order of the King's Daughters and Sons....39
International Society for Crippled Children....39

Deaf

American Association to Promote the Teaching of Speech to the Deaf....9
American Federation of Organizations for the Hard of Hearing....10

Delinquency

American Social Hygiene Association....17
Big Brother and Big Sister Federation....19
Boys' Club Federation....21

Page
Child Welfare League of America....26
Children's Bureau—U. S. Department of Labor....27
International Boys' Work Council....36
National Association of Visiting Teachers....46
National Committee for Mental Hygiene....48
National Committee on Visiting Teachers....49
National League of Compulsory Education Officials....55
National Probation Association....57

Dramatics

Bureau of Education—U. S. Department of the Interior....21
Drama League of America....31
National Board of Review of Motion Pictures....46
National Motion Picture League....56
Playground and Recreation Association of America....61
Religious Education Association....63

Education

American Association of University Women.... 8
American Association to Promote the Teaching of Speech to the Deaf 9
American Federation of Organizations for the Hard of Hearing.10
American Federation of Teachers 11
American Foundation for the Blind....11
American Library Association....13
Boys' Club Federation....21
Bureau of Education—U. S. Department of the Interior....21
Bureau of Educational Research....22
Canadian National Institute for the Blind....24
Character Education Institution....24
Child Development Institute....25
Child Study Association of America....25
Children's Foundation....28
Committee on Child Development....29
Department of Elementary School Principals....29
Department of Superintendence 30
Eye Sight Conservation Council....32
Institute of Character Research....35
International Boys' Work Council....36
International Kindergarten Union....38
International Society for Crippled Children....39
Iowa Child Welfare Research Station....40
Jeanes Fund....40
Julius Rosenwald Fund....41
National Association for the Study of the Platoon or Work-Study-Play School Organization....44
National Association of Teachers in Colored Schools....45
National Association of Visiting Teachers....46
National Board of Review of Motion Pictures....46
National Committee for Mental Hygiene....48
National Committee on Visiting Teachers....49
National Congress of Parents and Teachers....49
National Council of Primary Education....51
National Education Association of the United States....52
National Federation of Day Nurseries....53
National Federation of Settlements 54
National Kindergarten Association....55
National League of Compulsory Education Officials....55
National League of Women Voters....55
National Motion Picture League....56
National Society for the Study of Education....59
Progressive Education Association....62

Page

Friendship (for World Friendship, see World)
American Humane Education Society....12
Big Brother and Big Sister Federation....19
Kiwanis International....42

Games
Boy Rangers of America....20
Boy Scouts of America....20
Camp Fire Girls....22
Girl Scouts....34
International Society of Christian Endeavor....39
Knights of King Arthur....42
National Council for Prevention of War....51
National Safety Council....58
Playground and Recreation Association of America....61
Social Service Council of Canada....67

Health
American Association to Promote the Teaching of Speech to the Deaf....9
American Child Health Association....9
American Federation of Labor....10
American Federation of Organizations for the Hard of Hearing....10
American Home Economics Association....12
American Junior Red Cross....13
American Medical Association....14
American Physical Education Association....15
American Posture League....16
American Social Hygiene Association....17
Better Babies Bureau—Woman's Home Companion....19
Borden Company....20
Boy Rangers of America....20
Boy Scouts of America....20
Bureau of Education—U. S. Department of the Interior....21
Camp Fire Girls....22
Canadian Council on Child Welfare....23
Canadian National Institute for the Blind....24
Child Study Association of America....25
Child Welfare Committee of America....26
Child Welfare Committee of America....26
Children's Bureau—U. S. Department of Labor....27
Children's Foundation....28
Cleanliness Institute....28
Cream of Wheat Company....29
Department of Pensions and National Health, Canada....30
Earnshaw Knitting Company....31
Elizabeth McCormick Memorial Fund....32
Eye Sight Conservation Council....32
Girl Scouts....34
International Association of Lions Clubs....36
International Dental Health Foundation for Children....38
International Order of the King's Daughters and Sons....39
International Society for Crippled Children....39
Junior Red Cross in Canada....41
Kiwanis International....42
Loyal Temperance Legion....42
Metropolitan Life Insurance Company....43
National Child Labor Committee....47
National Child Welfare Association....48
National Committee for Mental Hygiene....48
National Consumers League....50
National Dairy Council....52
National Federation of Day Nurseries....53
National League of Women Voters....55
National Organization for Public Health Nursing....56

Page
National Probation Association....57
National Safety Council....58
National Society for the Prevention of Blindness....58
National Tuberculosis Association....60
Quaker Oats Company....63
United States Public Health Service....68

History

American School Citizenship League....16
John Hancock Mutual Life Insurance Company....41
Quaker Oats Company....63

Kindergartens

Bureau of Education—U. S. Department of the Interior....21
Child Development Institute....25
International Kindergarten Union....38
National Council of Primary Education....51
National Kindergarten Association....55

Labor

American Federation of Labor....10
Children's Bureau—U. S. Department of Labor....27
National Child Labor Committee....47
National Consumers League....50
National League of Women Voters....55

Legislation

American Federation of Labor....10
American Medical Association....14
American Social Hygiene Association....17
Child Welfare Committee of America....26
Children's Bureau—U. S. Department of Labor....27
National Child Labor Committee....47
National Consumers League....50
National Council for Prevention of War....51
National League of Compulsory Education Officials....55
National League of Women Voters....55
National Probation Association....57
United States Public Health Service....68

Libraries

American Association of University Women.... 8
American Association to Promote the Teaching of Speech to the Deaf 9
American Library Association....13
American Social Hygiene Association....17
Canadian National Institute for the Blind....24
Child Welfare League of America....26
Cleanliness Institute....28
Elizabeth McCormick Memorial Fund....32
International Council of Religious Education....37
Iowa Child Welfare Research Station....40
National Organization for Public Health Nursing....56
Religious Education Association....63
Social Service Council of Canada....67

Mental Hygiene

Iowa Child Welfare Research Station....40
National Committee for Mental Hygiene....48
National Probation Association....57

Missionary

American Sunday-School Union....18
Home Missions Council....35

Page
International Society of Christian Endeavor....39
Missionary Education Movement of the United States and Canada.44
Religious Education Council of Canada....64

Motion Pictures

Canadian Council on Child Welfare....23
National Board of Review of Motion Pictures....46
National Motion Picture League....56
Society for Visual Education....67

Music

National Federation of Music Clubs....54
National Federation of Settlements....54
Playground and Recreation Association of America....61
Progressive Education Association....62
Radio Corporation of America....63

Nature

American Humane Education Society....12
American Nature Association....15
American Tree Association....18
Boy Rangers of America....20
Boy Scouts of America....20
Camp Fire Girls....22
Girl Scouts....34
National Association of Audubon Societies....45
School Garden Association of America....65
Wild Flower Preservation Society....69
Woodcraft League of America....69

Nursery Schools

American Home Economics Association....12
Child Development Institute....25
International Kindergarten Union....38
International Order of the King's Daughters and Sons....39
Iowa Child Welfare Research Station....40
National Federation of Day Nurseries....53

Orphans

Big Brother and Big Sister Federation....19
Canadian Council on Child Welfare....23
Child Welfare Committee of America....26
Child Welfare League of America....26
Kiwanis International....42
Social Service Council of Canada....67

Parental Education

American Association for Organizing Family Social Work.... 8
American Association of University Women.... 8
American Child Health Association.... 9
American Federation of Labor....10
American Home Economics Association....12
American Library Association....13
American Medical Association....14
American Physical Education Association....15
American Social Hygiene Association....17
American Society for Thrift....17
Better Babies Bureau—Woman's Home Companion....19
Borden Company....20
Bureau of Education—U. S. Department of the Interior....21
Canadian Council on Child Welfare....23
Canadian National Institute for the Blind....24
Child Development Institute....25
Child Study Association of America....25
Child Welfare League of America....26
Children's Bureau—U. S. Department of Labor....27

Page
Children's Foundation....28
Department of Pensions and National Health, Canada....30
Earnshaw Knitting Company....31
Elizabeth McCormick Memorial Fund....32
Eye Sight Conservation Council....32
Federal Board for Vocational Education....33
International Dental Health Foundation for Children....38
Metropolitan Life Insurance Company....43
National Association of Visiting Teachers....46
National Board of Review of Motion Pictures....46
National Child Labor Committee....47
National Child Welfare Association....48
National Committee for Mental Hygiene....48
National Congress of Parents and Teachers....49
National Federation of Day Nurseries....53
National Kindergarten Association....55
National League of Compulsory Education Officials....55
National League of Women Voters....55
National Motion Picture League....56
National Organization for Public Health Nursing....56
National Society for the Prevention of Blindness....58
Social Service Council of Canada....67
United States Public Health Service....68

Plays

American Child Health Association.... 9
American Library Association....13
American Medical Association....14
American Posture League....16
Drama League of America....31
National Child Labor Committee....47
National Council for Prevention of War....51
National Dairy Council....52
National Organization for Public Health Nursing....56
National Safety Council....58
National Tuberculosis Association....60
Playground and Recreation Association of America....61

Periodicals—for Children

American Humane Education Society....12
American Junior Red Cross....13
American Nature Association....15
American Sunday-School Union....18
Boy Rangers of America....20
Boy Scouts of America....20
Camp Fire Girls....22
Child Life Good Citizenship League....25
Girl Scouts....34
International Society of Christian Endeavor....39
Junior Red Cross in Canada....41
Loyal Temperance Legion....42
National Association of Audubon Societies....45
National Federation of Music Clubs....54
National Safety Council....58
National Society for the Prevention of Blindness....58
Wild Flower Preservation Society....69
Woodcraft League of America....69

Posters

American Child Health Association.... 9
American Posture League....16
Canadian Council on Child Welfare....23
Children's Bureau—U. S. Department of Labor....27
National Child Labor Committee....47
National Child Welfare Committee....48

Page
National Dairy Council....52
National Organization of Public Health Nursing....56
National Safety Council....58
National Tuberculosis Association....60

Posture

American Posture League....16

Recreation

American Child Health Association....9
Boy Rangers of America....20
Boy Scouts of America....20
Boys' Club Federation....21
Bureau of Education—U. S. Department of the Interior....21
Camp Fire Girls....22
Canadian Council on Child Welfare....23
Children's Bureau—U. S. Department of Labor....27
Drama League of America....31
Girl Scouts....34
International Boys' Work Council....36
International Society of Christian Endeavor....39
Knights of King Arthur....42
Loyal Temperance Legion....42
National Board of Review of Motion Pictures....46
National Motion Picture League....56
National Safety Council....58
National Story Tellers' League....59
Playground and Recreation Association of America....61
Salvation Army....65
Social Service Council of Canada....67
United States Department of Agriculture—4H Club Work....67
Woodcraft League of America....69

Religion

American Sunday-School Union....18
Home Missions Council....35
Institute of Social and Religious Research....35
International Council of Religious Education....37
International Order of the King's Daughters and Sons....39
International Society of Christian Endeavor....39
Knights of King Arthur....42
Loyal Temperance Legion....42
Missionary Education Movement of the United States and Canada....44
Religious Education Association....63
Religious Education Council of Canada....64
Salvation Army....65

Research

American Medical Association....14
American Posture League....16
Bureau of Educational Research....22
Character Education Institution....24
Child Development Institute....25
Committee on Child Development....29
Department of Elementary School Principals....29
Department of Superintendence....30
Institute of Character Research....35
Institute of Social and Religious Research....35
International Council of Religious Education....37
Iowa Child Welfare Research Station....40
National Association for the Study of the Platoon or Work-Study-Play School Organization....44
National Committee for Mental Hygiene....48
National Council of Primary Education....51
National Education Association of the United States....52

Page
National Society for the Study of Education....59
Religious Education Association....63
United States Public Health Service....68

Safety

National Safety Council....58

Stories, Reading Lists, etc.

American Foundation for the Blind....11
American Library Association....13
Bureau of Education—U. S. Department of the Interior....21
Child Study Association of America....25
Institute of Character Research....35
International Kindergarten Union....38
John Hancock Mutual Life Insurance Company....41
National Story Tellers' League....59

Story Telling

National Story Tellers' League....59

Sex

American Medical Association....14
American Social Hygiene Association....17
Canadian Council on Child Welfare....23
Child Study Association of America....25
United States Public Health Service....68

Temperance

Loyal Temperance Legion....42

Thrift

American Society for Thrift....17

Visual Education

Society for Visual Education....67

Vocational

Federal Board for Vocational Education....33
United States Department of Agriculture—4H Club Work....67

World Friendship

American Child Health Association.... 9
American Junior Red Cross....13
American School Citizenship League....16
Children's International State....66
Cleanliness Institute....28
Committee on World Friendship Among Children....29
International Society of Christian Endeavor....39
Junior Red Cross in Canada....41
Loyal Temperance Legion....42
Missionary Education Movement of the United States and Canada.44
National Council for Prevention of War....51
National Dairy Council....52

An Attractive Entrance

THE BIBLICAL WORLD

VOLUME XLIV SEPTEMBER 1914 NUMBER 3

THE SUNDAY-SCHOOL BUILDING AND ITS EQUIPMENT[1]

HERBERT FRANCIS EVANS, PH.D.
Professor of Religious Education, Grinnell College

PREFACE

The dominant purpose of this little book is a practical one. One of the great wastes in modern church life is in the construction of the working plants. The rapid adoption of the graded lessons has made an added problem in church construction. This book seeks to accomplish two results: first, to outline, so far as it is possible at the present time, the ideal Sunday-school building; and secondly, to present some of the best recent plans which point toward the degree of efficiency desired in the church schoolhouse.

The author wishes to express his obligations to the architects whose names appear beneath the cuts which illustrate the book. Their co-operation makes possible the later chapters. These men will be found reliable and efficient in their profession. The author expresses his appreciation also to Rev. J. W. F. Davies, of Winnetka, Illinois, Rev. Herbert W. Gates, of Rochester, New York, and Rev. Albert W. Palmer, of Oakland, California, who furnished several cuts.

[1] *This number of the "Biblical World" is again devoted to the publication of a complete book. It is the second volume of the series on "Principles and Methods of Religious Education," which the University of Chicago Press is publishing under the editorship of Professor Theodore Gerald Soares.*

The modern movement in religious education is now sufficiently far advanced to make it wise to present certain practical results that have become reasonably clear. Perhaps nowhere has experience taught us our needs more definitely than in the matter of the physical equipment for educational work.—Editor.

CHAPTER I

FUNDAMENTAL PRINCIPLES

The guiding principle in this discussion of the Sunday-school building will be *efficiency*. The religious-educational, and social needs, especially of the young people of the community, will be regarded as primary. The child is in the midst, not only in the conduct of the worship and the determination of the curriculum of the Sunday school, but also in the construction of the building for his use. This position does not need defense in enlightened circles today. We are beginning to build churches with the fact in view that the child is present in life.

The type of future members in our churches is being determined in the Sunday schools of today. Let us build so that in the highest degree the facilities are available for the highest efficiency in the realization of our great purpose.

The leisure hours of our young people are potent for good or evil. The church touches the lives of its young people at too few points. The need of direction of young people's leisure time is recognized and the new architecture is responsive to the need.

The Sunday school is regarded as an integral part of the church's activity—its most important service to the community. If this is recognized there will be no objection to the larger amount asked for the provision of adequate buildings and necessary equipment.

The test of *efficiency* does not deny the value of the traditional in architecture. Indeed, properly considered, the beautiful in exterior or interior aids in the high endeavors of teacher or superintendent. These pages, however, will not discuss the traditional forms of church architecture. The underlying purpose is practical, and such matters are left to the architect who breathes the poetry and imagination of past architectural forms.

We turn now to the principles which shall actuate the author in his discussion of the interior of the Sunday-school building. Here the principle of *efficiency* will have full sway. The following principles will be kept in mind throughout the discussion of the

problems involved in an effective housing of the church's educational and social activity: (*a*) The importance of beautiful and harmonious arrangement is recognized. The spirit of worship is encouraged by an environment of beauty and harmony. This will lead, for example, to a recommendation to use the church auditorium for the worship period in the Sunday school. (*b*) Although the teaching function of the church is regarded as of primary importance in this book, the building must be adaptable to other needs of the church as represented by organizations and activities other than those of the Sunday school. Any other attitude than this would be selfish and contrary to the spirit which should dominate the construction of a church building. (*c*) The needs of each department will be determined by investigation and the building will be constructed in such a manner as to respond effectively to these departmental requirements. For convenience the terms adopted by the International Sunday School Association will be used. Those schools which use different departmental divisions will find it possible to make the adjustments without serious difficulty. (*d*) Provision for the individual class will be regarded as of primary importance. An entire chapter will discuss this important matter. (*e*) The efficient building will be related vitally, not only to the religious educational needs of the members of the Sunday school, but also to their physical and social life. (*f*) Facilities for worship will be planned for the whole school, divided into the units demanded by the best results of psychological study. (*g*) The recognized principles of sanitation and hygiene will be regarded as necessary to any correct construction. Religious education is dependent upon good air and light in the accomplishment of its high task. (*h*) Before proceeding to the determination of the ideal building, we shall profit by the experience of the past. The next chapter will discuss the dominant type of architecture of the last quarter of a century.

CHAPTER II

THE AKRON PLAN

The modern Sunday-school movement started less than a century and a half ago. For over a half-century it was of doubtful respectability. Not until some of the church's far-seeing leaders approved the plan of Sunday schools for religious instruction was the school welcomed into the churches of the land. These early church buildings were of the one-room type with straight pews. Some of the larger buildings had a basement room or two. In the sparsely settled regions of the West, private houses and public-school buildings were used commonly for Sunday-school purposes. The genius of the Sunday school makes it possible to do its important work with little or no facilities or special equipment. The influence of personalities on fire with the ideals of Jesus Christ is not prevented from doing its work by the absence of special buildings. We need at the very outset of our discussion to recognize that ideal buildings and equipment do not *make* a successful Sunday school. The essential element is the consecrated, intelligent teacher. But given a corps of teachers of this type, a good building and equipment greatly multiply efficiency.

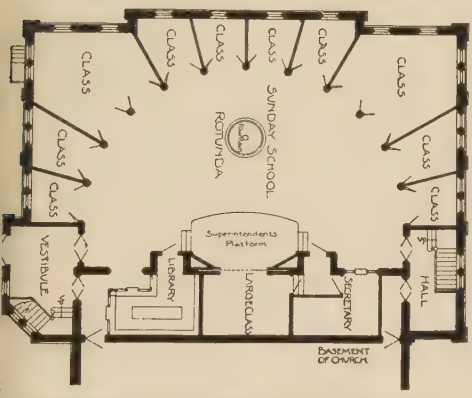
With the advance of population and material wealth, and the increase in popularity of the Sunday-school idea, the need of better facilities became pressing.

ADOPTION OF THE AKRON PLAN

The story of the inception of the Akron plan has been related fully in another volume.[1] Lewis Miller, a lay Sunday-school worker of Akron, Ohio, created the idea which is now known as the "Akron plan." Bishop John H. Vincent defined an ideal Sunday-school room in the following sentence: "Provide for togetherness and separateness; have a room in which the whole school can be brought together in a moment for simultaneous exercises, and with a minimum of movement be divided into classes for uninterrupted

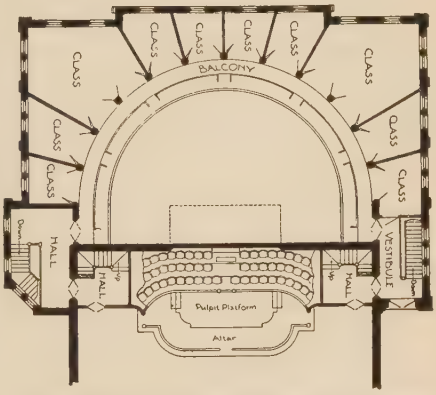
[1] Lawrance, *Housing the Sunday School.*

classwork." With this definition in mind Mr. Miller, in consultation with Mr. Snyder, a local architect, and Mr. Blythe, a Cleveland architect, prepared the plans for the First Methodist Sunday School of Akron, Ohio. This building was constructed in 1867 and soon became the center of interest for Sunday-school workers and building committees from all over the continent, and indeed from all over the world. The original plan, now familiar to all because of its frequent duplication, is reproduced in Figs. 1 and 2. It has been stated that three-fourths of the churches during the last fifty years, making special provisions for their Sunday schools,



By permission of G. W. Kramer, Architect, New York City

FIG. 1.—The Original Akron Plan. Main Floor.



By permission of G. W. Kramer, Architect, New York City

FIG. 2.—The Original Akron Plan. Balcony Floor.

have used the Akron plan in some form. The essential features of the original plan were a semicircular auditorium with a balcony; the space under the balcony was divided into classrooms, the front of each being open so that all could see the superintendent's platform; a similar series of classrooms in the balcony provided further facilities for privacy. A row of seats made it possible for all in the balcony to see the superintendent also. A fountain and flowers occupied the center space, which was lighted by clerestory windows. The side walls of these odd-shaped classrooms were plastered and the front was closed by glass doors. Certain obvious advantages were realized at once by this plan. The classes heretofore had not

been separated satisfactorily in the one- and two-room church buildings. With the Akron plan many classrooms were made available and much privacy was afforded. The building must have seemed a wonderful advance and quite ideal to the Sunday-school workers of the seventies.

The Uniform Lessons were inaugurated in 1872 and soon the Akron plan showed its adaptability to this system of lessons. All the school studied the same lesson and worship for all was conducted by one man. Perhaps it would be more accurate to say that "opening and closing exercises" were conducted by the superintendent, who was the all-important individual. Most of our Sunday schools fail to use effectively the time for worship. Plenty of noise and "enthusiasm" led by a popular business man is mistaken often for successful worship in the Sunday school. The Akron plan lent itself to the "togetherness" idea of Bishop Vincent. One of the features of the Uniform Lesson system in later years has been the superintendent's five-minute review of the Uniform Lesson at the close of the class-study. This was facilitated by the Akron plan. For forty years most of the churches have used some form of the Akron plan in their provision for Sunday-school instruction. The plan was varied in many ways, such as the development of a more satisfactory balcony seating arrangement, the introduction of more effective means of shutting out sound, the squaring of the class-rooms, and the seating of the center space on the main floor. But the essential idea of "togetherness" has reigned supreme.

FAULTS OF THE AKRON PLAN

With wide experience in the use of buildings of this type difficulties arose. Discriminating Sunday-school workers discovered that these difficulties were largely due to the way in which the building was constructed. The many partitions of the Akron plan created problems of discipline that interfered seriously in the efficient conduct of worship. Thoughtful workers realize that worship is one of the great opportunities of the Sunday-school hour. Any lack of efficiency here must be studied carefully and removed. The worship of God is a social act and needs to be conducted in a spirit of fellowship. The numerous plastered walls of

the Akron plan broke the Sunday-school congregation into segments and prevented the helpful worship possible in the open room of churchly architecture. Architects attempted to obviate this difficulty by providing balcony seats from which a portion, at least, of the Sunday school could be seen; but this was not wholly satisfactory. One of the best known of our Sunday schools has not for years allowed classes to go to the balcony, except for the class hour. This, no doubt, is but one instance which might be multiplied by hundreds.

We are still controlled largely in our Sunday schools by the "togetherness" idea. The Akron plan will be considered of great advantage as long as the superintendent is regarded as the most important personage in the school. Just as long as he is considered the most efficient individual to conduct worship for *all*, just as long as the superintendent's review of the lesson is considered as superior to the specialized summaries of the individual teachers, the Akron plan will lend itself to the "togetherness" idea.

As better methods of instructing young children came into our Sunday schools the teachers of Beginners and Primary departments began to demand entire separation. This has been realized only gradually and with great reluctance on the part of the superintendent. But the inevitable has come to pass and reflects itself in separate rooms for the two lower departments. George W. Kramer, a New York architect, apparently saw the trend of Sunday-school development and as far back as 1893 prepared a model building which was exhibited at the World's Fair that year. This building provided separate rooms for all departments, still retaining, however, the possibility of "togetherness."

Nor was the method by which "separateness" was gained altogether satisfactory. Reference has already been made to the demands of the Primary teachers. The requirements of pedagogy call for frequent change of program with the little children. The use of music could not but disturb the rest of the school. The strangely shaped classrooms required for the focus of all upon the superintendent were not satisfactory. Frequently they were poorly lighted, and almost always, especially in the smaller churches, the ventilation was seriously defective. So often is this the case that

very frequently the curtains or doors of the Akron-plan classrooms will be left open during the class hour. Poor air and light will defeat the best efforts of an efficient teacher. The elimination of disturbing noises was not completely successful, because of the flimsy partitions and temporary provision for the front closing so frequently used.

THE AKRON PLAN AND GRADED LESSONS

In 1908 the International Sunday School Association in convention at Louisville, Kentucky, authorized the preparation of graded lesson outlines. The graded lessons for the lower departments had been in use for several years. The architectural situation soon became acute. Within five years 35,000 schools adopted the graded lessons. These schools felt the pressure of inadequate building facilities. The Akron plan was found to be unsuited to the new lessons. This was foreseen by the more intelligent of the advocates of the Akron plan. The graded lessons require several separate departmental assemblies as well as separation by grades or classes within departments. Each grade in a fully graded school uses different lesson material. The review by the superintendent is no longer possible. The superintendent of a school of 1,000 members told the author that he was going to resign, for there was nothing worth while for him to do, now that the lesson did not require review at the close of the hour! With the new graded lessons a general assembly is only occasional, except in the smaller schools. Stress is laid upon a carefully conducted departmental assembly, and especially upon the work of the pupils in the individual classes. The new unit is the classroom. The new person of importance is the teacher.

There has been much activity among architects since 1909, seeking to produce a building which shall be satisfactory with the new graded lessons. Much progress has been made. This volume will show plans of some of the newer types and will indicate the line of progress. But before considering the plans in detail it will be advisable to determine the lines which an ideal Sunday-school building will follow. This we shall do in the following five chapters.

CHAPTER III

THE IMPORTANCE OF THE EXTERIOR

THE IDEAL SUNDAY-SCHOOL BUILDING

It will, of course, be impossible to present in the following chapters the plans for a building which will satisfy every need of every Sunday school, regardless of situation and size. However, there are certain fundamental features which should be present in the ideal building for the modern graded Sunday school. Indeed, those churches which still prefer to use the Uniform Lessons will find here helpful suggestions in planning their new buildings. The question is asked in every case, Will this feature make the building more efficient in carrying out the ultimate purpose of the Sunday school as the educational arm of the church? The author has in mind the average school rather than the very large or the very small school. Practically every suggestion will be found adaptable in some measure to every school. The reader will find in the succeeding chapters the principles and illustrations by which he may work out the solution of his individual problems.

EXTERIOR ARCHITECTURE

The purpose for which the Sunday school exists can best be served by a substantial, dignified, and beautiful exterior. If beautiful architecture can be justified at all, it must be used in the buildings which house the religious educational facilities for our growing young people. The church building should incorporate in itself, in a sense, some of the great thoughts for which religion stands. It is a reflection of the value which its builders place upon God and his worship.

Therefore it should be durable in construction, with simple exterior plan and notable absence of flimsy ornament. That construction material which is genuine, rather than that which is veneer or showy in character, is to be preferred. The lines of the building should suggest strength and repose, dignity and reverence.

FIG. 3.—Second Baptist Church, St. Louis, Missouri

Courtesy of Rev. J. W. F. Davies, Winnetka, Ill.

FIG. 4.—Winnetka, Illinois, Congregational Church

Thus the unconscious impression of the building in which the Sunday-school interests of the church are housed will serve that for which the Sunday school exists. It will take a courageous committee to withstand the temptation to make a large, showy exterior. The ministry of art in giving refinement and proportion to our church buildings is an undoubted influence for religious education. While these considerations are usually given due attention in our larger and more pretentious buildings, they are often forgotten in our humbler churches, which, nevertheless, are planned to perform the same function in the lives of our people.

Attention should be called also to the necessity of surrounding our churches with artistic and well-kept grounds. Many otherwise beautiful buildings give a poor impression because of the wrong treatment of the grounds. The buildings are oftentimes placed too near the street, or face the street in a wrong direction. The vertical surface of the side of the building should be blended with the horizontal surface of the ground by judicious planting of shrubbery or vines. The landscape gardener often can render great service to the committee just completing a new church and Sunday-school building. Too much attention cannot be given to the impression made upon boys and girls by the buildings and grounds with which is associated their religious education. The buildings of the Second Baptist Church, St. Louis, Missouri (Fig. 3), illustrate in a marked degree the use of the splendid Lombardy Gothic architecture. The left-hand building is used for church worship and the right-hand building for educational and social purposes. The space between is a sunken garden. Above the rear loggia rises the noble campanile. Thus the church in its architecture declares to the world its faith in the importance both of worship and the educational and social work of the church.

An excellent example of a good exterior for a church seeking to serve the community at large is shown in Fig. 4. This church is located in a suburban district where the cost of land is not so serious a factor as in a large city. The plans of the community house of the Winnetka (Illinois) Congregational Church are shown in Figs. 17, 18. The notable absence of the showy, the noble tower entrance, the blending of lawn and shrubbery with the rough stone

of the walls, all contribute to a harmonious whole which must have a refining influence upon the hundreds who come and go every week.

It is not necessary to expend a large amount of money to gain a building the exterior of which is satisfying. Often a large amount of money fails to gain the very elements which are here regarded as essential. It is more a matter of good taste and artistic judgment than the expenditure of money. If the architect employed is an artist he will breathe into the church, whether large or small, an atmosphere of reverence and worship.

CHAPTER IV

SUNDAY-SCHOOL WORSHIP AND GENERAL ASSEMBLY

The worship of the pupils of our Sunday schools should be graded as well as the curriculum material. This is made necessary, not by any passing fad, but by the newly discovered growing child, who determines for us the proper equipment for his education. It is not possible to conduct properly in one session the worship of pupils varying in age from four years to full maturity. When the appeal is effective for one age, other groups are listless or inattentive. Thus the problem of correctly grading Sunday-school worship becomes a vital one to the person seeking to house the Sunday school effectively. An understanding of its function in directing the worship of children and youth will urge careful attention to that portion of the Sunday-school activity which takes one-half of the pupil's time in the Sunday-school session. Psychology, then, demands that the Sunday-school worship shall be graded and conducted in several groups.

When the school is large the problem is not so difficult. The Beginners will have a separate room with musical instrument. So also will the Primary children, aged six to eight. Some schools find it possible to conduct worship in an "Elementary Division," constituting Grades 1 to 4 or 5 (Fig. 6). The Juniors in a large school will worship in their own room, effectually shut away from outside disturbances. This department should be cared for generously in every way, for the church's recruits are largely prepared for the new loyalty in this period. Worship, then, should be directed carefully for the Junior group. The Intermediate and Senior departments will worship together most frequently. It is true that a demand for sex separation in the "teen-age" period calls for two groups for worship. Where this seems to be wise, separate rooms will be required. Later plans will show how this is possible. The great majority of schools, no doubt, will continue for some time the worship of ages thirteen to twenty of both sexes in one group. Separate assemblies of boys or girls after classwork can be planned

easily. Adult worship comes normally at the church hour. No special provision is needed for men and women in most schools. Either they will worship with the upper departments of the school, or, meeting a half-hour later than the rest of the school, they will go into the regular morning service for their worship.

When the school is smaller, combinations will be necessary and desirable in worship. The Beginners and Primary departments will unite for worship, and the remainder of the school will worship together. Such a plan will be shown later (Fig. 10).

But what provision will be made in the ideal building for general assembly of the whole school? There are the special days with large attendance and many visitors—Rally Day, Thanksgiving Day, Christmas, Easter, Memorial Day, Graduation, etc. The whole school will meet in general assembly only occasionally, not over seven or eight times a year. A large auditorium should not be built to be used on so few occasions. Where shall these sessions be held? The obvious answer is, In the church auditorium. Some may object at once. The church proper should not be used for children's exercises lest reverence be destroyed. One of the important duties of the church school is to develop a sense of reverence in the growing child. Surely no place could be found more calculated to arouse reverence than the church auditorium. It is true that the use of the church auditorium might change the type of worship and general assembly. That might not be a serious result. We suspect that the unwillingness to allow the use of the church auditorium for Sunday-school purposes, in many cases, arises from a knowledge of the type of worship often conducted in our Sunday schools.

In the larger buildings there will be a demand for a general assembly room for entertainments and social purposes. Such a room should then be provided in the ideal plan. Often it will be the gymnasium when facilities are afforded for physical recreation (Figs. 8, 13, 39, will illustrate this suggestion).

The worship facilities of departmental groups will be discussed more fully in the next chapter. This chapter has sought to make clear the fact that the worship of a modern Sunday school will be conducted in from three to five groups, according to the size

of the school. The secondary auditorium for Sunday-school assembly has been discouraged, for the space is needed for class-rooms, as chap. vi will make clear. Where the building is large, a secondary auditorium, also fitted to serve the church for social and gymnastic purposes, is recommended. The plans shown later will illustrate the possibilities in this direction.

CHAPTER V

MEETING THE NEEDS OF THE DEPARTMENTS

Departmental needs will be discussed under the following heads: Beginners, Primary, Junior, Intermediate, Senior, Adult. Access to any of these departments must be direct from halls and not through other departments. The classroom facilities for each department will be discussed in detail in the following section.

It is clear that absolutely separate rooms must be provided for the first three departments. The method of combining these departments into a large assembly room by the use of temporary partitions of any kind must be abandoned, and perfect freedom from disturbance by those near by must be accorded each of these departments. Each of these three departments ministers to a distinct epoch in the life of the child or youth. If a given department does not do its full work, all later departments will suffer in their efficiency; or, stated in more serious language, the religious life of the boys and girls in the departments not properly provided for will suffer beyond recovery.

BEGINNERS DEPARTMENT

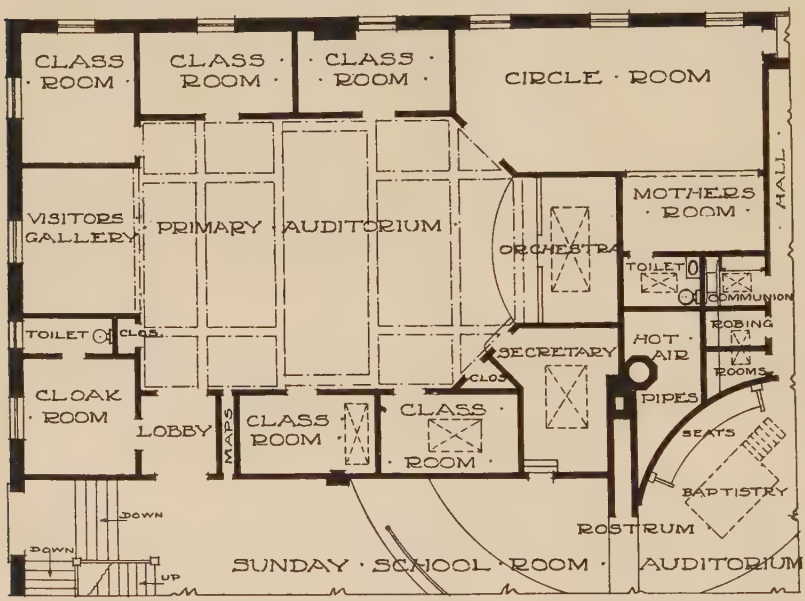
No movement in modern education has better vindicated its right to be than the Kindergarten. The religious significance of the work for the smaller children is well recognized by educators. The Beginners Department in the Sunday school, then, should have every facility for its work. It would be foolish policy indeed to limit the efficiency of the educational work at its very foundation. How permanent can we expect the superstructure to be that is placed upon an inadequate foundation? The social experience of the children of the beginners' age is limited very largely to the home. The room used for their religious education should therefore partake as largely as possible of ideal, homelike conditions. The ideal Beginners' room will be flooded with sunshine and cheeriness and provided with ample fresh air. The young child in a new environment will be fearful if the place is gloomy. The department

will be on the ground floor with the fewest possible steps. Even two or three steps should be eliminated, when direct outside entrance is possible, by the use of a rubber-covered gentle incline. The ceiling of the ideal department for beginners will be low and studded. Care will be taken that the room is not unduly large. The department needs little more room than for the circle of chairs and the kindergarten tables. The visitors should have an inconspicuous place at the backs of the children; possibly, if the school is large and visitors are present often, in an alcove built a step above the room. The pictures used to decorate this room should be hung low, near to the line of vision of the children; a burlap dado is useful on which to fasten lesson pictures close to their eyes. The floor plan will be more homelike if covered with a rug. If bare floors are used, the legs of the little chairs should be provided with rubber tips. The blackboard is desirable, either built into place or movable. The children can do their work best seated on small chairs at standard kindergarten tables. Thoughtfulness for the teachers dictates ample locker and cabinet space, so that all lesson material may be stored in order and be quickly found when needed. The lack of this simple requirement often has interfered with efficient work. The ideal calls for a cloakroom; a closet with low toilet for children; and a screen near the entrance of the room to prevent undue disturbance from those entering during the exercises. Screens will also be found valuable for the separation of the two years of the beginners, and of classes seated close to each other. In the larger school a folding door, or other device, may be helpful during the class hour for the separation of the two years of beginners' work. Other suggestions for this department may be found in the examination of modern kindergarten departments in our better public schools.

PRIMARY DEPARTMENT

This department should have a room entirely its own, truly separated from other departments by permanent walls. It should have access to the rest of the school by means of halls, not by means of doors entering directly into other departments. Where the Primary and Beginners departments are located in close contiguity, a cloakroom may, with advantage, be placed between the

two rooms. The Mothers' room, to which reference is made later, may be located with convenient access to these departments. The Primary Department room should be large enough to permit of division into three rooms by means of accordion doors or other device. This will permit each grade to have a room by itself for the class hour. Should this not be practicable, a compromise may be made by having two smaller classrooms opening from the main Primary room. All that has been said in the paragraph on the Beginners



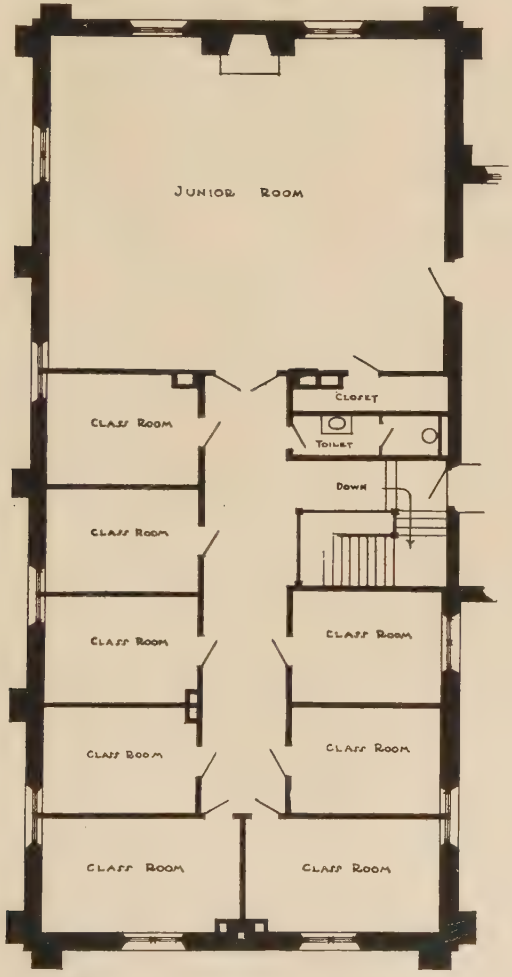
Norman E. Marsh, Architect, Los Angeles, Cal.

FIG. 5.—Long Beach (Cal.) Methodist Church. Primary Department

Department concerning sunshine, height of ceiling, placing of pictures, tables, and chairs, is applicable here. The tables should be of a height that will enable the pupils to work with comfort. The chairs should enable the children to sit with their feet easily reaching the floor. Fig. 5 gives the floor plan of the Long Beach (California) Methodist Primary Department which has many admirable features. Note the provision for children's toilet, visitors, separate classrooms, and soft, overhead light. The Plymouth Church, Minneapolis, has a department for Grades 1 to 4 (Fig. 6) which is thus described

by the superintendent of the school in *Religious Education* (August, 1910):

The Junior Department includes the Kindergarten class and the first four grades, and for this section of the school the Junior or Children's room was



Shepley, Rutan & Coolidge, Architects, Boston, Mass.

FIG. 6.—Plymouth Church, Minneapolis, Minn. Junior Room

designed. Accessible through a large double door, it is a room 30×34 feet in size. In one corner is a door which leads to a safe iron fire escape. The room

is lighted by eight Gothic windows. The woodwork is a soft brown-toned oak, the walls painted in flat color to harmonize with the panelings. A good yellow-brown carpet covers the floor; simple net curtains soften the light which comes through the many diamond panes of clear glass. The room is furnished with 120 specially designed little Gothic chairs in the same soft brown color.

A unique feature of this room is the generous use of the best art in its decoration. A beautiful fireplace is centrally located. On the wainscoting of three sides of the room are installed forty-four brown carbon prints of the life of Jesus. Opening from this room are enough classrooms to allow each grade to withdraw to its own room, leaving the larger room for the Beginners' circle.

JUNIOR DEPARTMENT

Some of the most important work in the Sunday school is done during the four years of this department. More study may be expected and more information is absorbed by the pupils during this period than in any other to which the Sunday school ministers. A separate departmental room is absolutely essential in which worship can be conducted without disturbing other departments or being disturbed by them. The same suggestions made earlier concerning cloakrooms may be used in this case to insure sound-proof partitions.

The room should be capable of division into four separate grade rooms by removable partitions. Experts vary as to the separation of the sexes for class work in this department. The writer regards the separation of boys and girls as desirable at this age. In such case the provision of four additional classrooms opening from this departmental room would be ideal. Where the divisions are made as first suggested, screens may separate the classes in the same room. These classes will be seated at tables about 3×7 feet in size, the teacher seated at the middle of one side of the table. Where provision is made for a geography room it should be located in convenient relation to the higher grades of the Junior Department. See a later paragraph for a description of this room. Blackboards should be available for each class in this department, and maps for the upper classes, depending on the grade in which they take up geography in the public schools.

The Junior Department is a busy workroom, having no special provision for visitors. This department needs every facility for worship and for grade instruction, and in the larger schools for separation into individual classes not exceeding ten pupils in number.

INTERMEDIATE DEPARTMENT

The architectural requirements for the Intermediate and Senior departments vary with the size of the school. With the average school these departments will probably meet together for worship, also including adult members of the school. In this case there will be required a room of adequate size for the assembly with a sufficient number of adjacent classrooms of varying size. The assembly room may also be divided into several temporary classrooms. Not every grade of the International system will be represented always in these departments. It will be better to group a larger number with a fine teacher than to break up these departments into numerous small classes which will lack the essential quality of enthusiasm.

There is developing a considerable sentiment for Boys' and Girls' departments from the Intermediate age on. Where this is desired, adequate architectural provision can be made in a manner similar to that recommended for the Junior Department. Illustrations of such a division will be shown later (see Figs. 19, 20, 35). In the larger schools the Boys' and Girls' departments will be found of considerable advantage, especially if provision is made for regular worship together. The larger school will make provision for separate assembly for the Intermediate and Senior departments. The assembly room of the Intermediate Department when provided could be divided into two rooms, one for each sex, for departmental meetings. Close to this assembly room the classrooms should be located. The use of the church auditorium for the worship of the Intermediate, Senior, and Adult departments is recommended where the school is not too large. This would give a beautiful, churchly room for the worship of these groups and would obviate the necessity of building a second auditorium for this special purpose. A later section will indicate more in detail the character of the classrooms.

SENIOR DEPARTMENT

The needs of this department have been covered practically in the foregoing section. The unit is the classroom of the type suggested in the discussion of that important subject. The classes will tend to become larger in size in this department, hence larger classrooms for organized classes will be required.

ADULT DEPARTMENT

The worship provision for the members of this department should be either in the united session of the upper departments referred to in foregoing sections or in the regular service of worship of the church, which is the logical time for adult members of the school. In that case adult classes will meet in their own classrooms a half-hour later than the rest of the school if the session precedes the morning worship of the church. Large, cheerful rooms, comfortably seated, provided with built-in blackboards and a nest of maps of biblical lands, will provide adequate accommodation for adult classes. These rooms may be thrown together by means of folding doors and thus make the large church parlor for general social occasions.

CHAPTER VI

THE CLASSROOM—THE NEW UNIT OF CONSTRUCTION

The classroom is the unit of architecture for the graded lessons. The teacher is the important personage whose class of whatever age must be given adequate provision. In general an *ideal* classroom may be described as a rectangular, plastered room, with outdoor light and good air. This room will have entrance by but one door to a hall, not connected with a neighboring classroom, except by the hall. Wall space will be sufficient for all equipment, including maps and blackboard necessary for the conduct of the class. A cabinet will be in place in which the class supplies can be kept. The floor space will be sufficient for a large table about which the class will sit, or in the case of high-school pupils desk chairs may be substituted. Upon the walls will be hung beautiful art reproductions suitable to the age using the room and appropriate to the lesson material studied. Clearly this is an ideal situation which in many cases must be approximated rather than fully realized. But it is well to recognize the ideal; often it will be found not more impossible of realization than other unpedagogical construction.

CLASSROOMS BY DEPARTMENTS

In the Beginners and Primary departments separate rooms for a portion of the membership are desirable in some degree, but not so essential as in later years. Screens, curtains, and folding doors will frequently afford such a degree of privacy and freedom from disturbance as will give efficient service. The larger the departments the more provision should be made for some additional classrooms for these departments, but in the average school such provisions as are suggested in the previous section may be regarded as adequate.

The Junior Department, however, presents a different problem. Discipline must take a different form. Outside interruptions must be shut out in every way possible. The author regards separate classrooms as pedagogically valuable for this department or for the upper classes in it. At least screens or curtains should be employed. If these Junior classes can be shut away from outside

noises and sights, efficiency will be greatly increased. A much larger number may be handled in a class when a quiet room is provided. The classrooms for the Junior Department should have large tables of proper height, comfortable chairs, blackboard, suitable pictures, and, in the upper grades, maps of Palestine.

It is in the Intermediate Department that the classroom is of the utmost importance. Answering to the general requirements of the ideal classroom it may also become the clubroom for the social life of this class during the week. Its decoration may be made a matter of class interest under the direction of the teacher. Knowing that 60 per cent of all the pupils who leave the Sunday school do so during the ages which this department includes, what should we not do to make the church life of these unstable youths of the utmost attractiveness?

All that has been said concerning the classroom requirements of the Intermediate is true also of the Senior Department. These young people will very soon be active in many of the church organizations. Let them have every encouragement. The church should be the most attractive place in the community life to them. Churches which desire to improve present buildings by providing better classroom facilities will find suggestions in chap. xii, "Remodeling Old Buildings."

A word may be added about different methods of making classrooms. Curtains are better than nothing, but should not be planned in a new building. In one of the recent notable Sunday-school buildings from the standpoint of expenditure, a sum of $1,200 was expended for curtains and brass rods to make sixteen classrooms! A few hundred dollars more would have given a much superior form of separation of classes. Screens are good to separate classes from passing people, but are not efficient in shutting out noises. Accordion doors when tightly fitted, or flexible doors similar to a roll-top desk, are good. Architects are using a door consisting of a frame covered with heavy canvas on either side and inclosing an air space. This door or partition is said to be very effective. The architect should be consulted about these details. Nothing, however, will take the place of the plastered wall and the closely fitted door.

SPECIAL ROOMS

There are a number of special rooms, several of which should have place in every progressive Sunday-school building. The director or superintendent should have an office conveniently situated with reference to the activities of the school and easily accessible to the public on week days, especially when the director is a salaried official and keeps regular hours. The teachers should have a room to which they may come at any time for study. It should have facilities for keeping books; should have a comfortable table, and good light for reading. It should be large enough for the weekly or monthly meetings of the teachers. It might profitably be *en suite* with the museum, missionary, and exhibit room, and the geography room to which reference is now made. The museum, missionary, and exhibit room serves a threefold purpose, for within its walls should be brought together every object that will help to illuminate the Bible, which is essentially an oriental book, objects which will help the pupils of the school to understand the activities of missionaries, and lastly an exhibit of the work of the pupils of the various grades. The knowledge that their work, if of sufficiently good quality, may be exhibited will be a legitimate incentive to many. The geography room is in line with the tendency in our best schools toward departmental methods in teaching a difficult subject. This room will be equipped generously with the best maps, topographical maps, globe, sand-trays, work-table, etc., and will be in charge of an expert teacher in geography. Classes of various grades, especially those of the late Junior and early Intermediate ages, will receive in this room the special geographical instruction which will enable them to pursue their regular courses intelligently. The secretary and librarian should have good rooms with convenient facilities and ample cabinet space for supplies. In the largest schools all of the extra supply equipment may well be kept behind a counter, which will enable the secretary and librarian to meet all needs in an orderly manner. The Mothers' room, situated close to the Beginners and Primary departments, has been found to serve a good purpose. This room can be made of additional value by equipping it as a classroom in child life for the mothers who wish to be near their children.

CHAPTER VII

THE CHURCH-HOUSE AND COMMUNITY SERVICE

One of the most serious problems of our modern life is the proper use of our leisure time. Many of the evils of city life are caused by misdirected activities of the hours when labor or school does not keep young people occupied. Our boys and girls and young people are on the streets and become patrons of commercialized amusements, most of which are superficial and give distorted views of life. The motion-picture show, as now conducted, is frequently positively harmful and imparts conceptions of life at serious variance with those ideals for which the church stands. The stress and struggle for physical stability in young people requires abundant expression of the play impulse. In our modern life there is scant opportunity for this expression. The national game is splendid for the players, but the effect is not permanently good for the thousands of young people who crowd the bleachers. The influence of the amusement parks in our large cities is almost uniformly harmful. The student of conditions discovers a generation of young people who are giving their leisure time to a search for pleasure which often proves to be pleasure of an unwholesome type. This search takes them far from the church, the doors of which are closed during six days of the week.

There is developing rapidly in our churches a desire to serve the community at the point of need, whatever that may be. Developing the kingdom of God on earth is becoming a dominant motive rather than the preparation of people for life in another world. In the new social era upon which we are just entering, some organization should become the educative influence toward higher civic ideals. Why should not the church accomplish this task for the community? Who shall provide a center for social and recreational activity? Why not open the church buildings and put them to use seven days in the week instead of only occasionally, as in so many cases now? The great play impulse deeply implanted in

human nature should not be wholly commercialized. The aesthetic nature of man should not be turned over entirely to grand opera.

This chapter is concerned with the architectural needs of the church which is seeking the largest possible service to the community of which it is a part. Obviously these needs will vary widely and the demands upon some churches will be much greater than upon others. As long as boys and girls need recreation and social life the church is charged with the duty of either supplying the opportunities or being sure that other community agencies provide wholesome recreation. There should not be serious duplication of agencies. If a Y.M.C.A. provides *ample* opportunity for physical exercise and play it would be better for the church to support the agency already established. It will be better to censor strictly the motion pictures of a dozen theaters, if the proprietors will submit to a censorship, than to provide the pictures for a comparatively small number in the church-house.

A large social hall and gymnasium combined will be found of great service to the community. Here entertainments and musical occasions can serve the community at large. The play instinct of young people can find full opportunity for expression. This room should have a high ceiling and should usually have a gallery for spectators. The room should not be stocked with a full assortment of apparatus. This is expensive and unnecessary. Better results may be obtained with games which excite the interest of the boys and girls. The room should be as large as possible in floor space, up to 50×80 feet in size. A stage at one end will give opportunity for amateur dramatics. At the other end a fireproof motion-picture operating-room can be constructed. Folding chairs should be provided for audience purposes. Special attention should be paid to exits from this large general room. They should be ample in size, not less than two in number, preferably four if it is a full-size room, and stairs should be as few as possible. Single steps in halls are an abomination and should be avoided absolutely. Inclines are preferable, especially when large numbers of people use the halls for entrance and exit purposes.

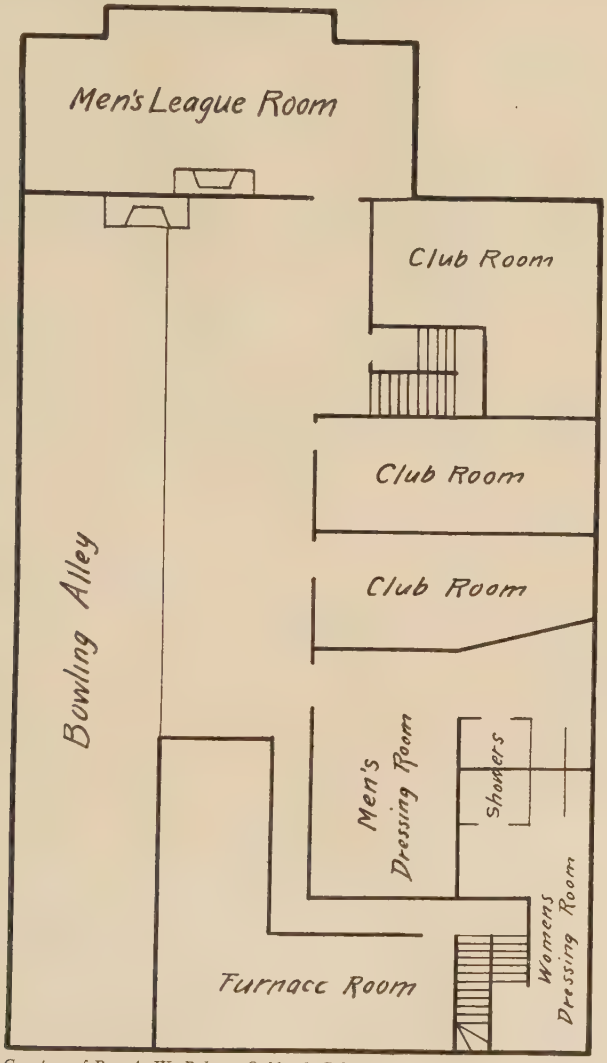
Where the opportunity for exercise is afforded it is essential that lockers and shower baths be provided also. And in this

day of "the boy problem" we must not forget to provide for the girls also.

The church-house seeking the largest service to the community will provide, in addition to entertainment and gymnasium features such as have been outlined above, rooms for reading and games, in case such service is not rendered adequately by the community library or other agency. It cannot be concluded that this service is unnecessary because there is a public library or a Y.M.C.A. a mile or two away. Perhaps a branch ought to be located in the church, which many public libraries are very willing to permit. The direction of children and youth in their reading is one of the most potent, and as yet neglected, opportunities for character development. Rooms should be provided for the club life of the boys and girls. The clubs under skilled direction are powerful factors in the creation of high ideals. These same rooms are, of course, available as classrooms for the Sunday school. Attractive parlors for social life, with convenient kitchen arrangements near by, are also valuable for the largest community service. Special community needs often make it advisable to have provision for billiards and bowling in the community building. Provision for bowling should be in the basement and should be so located that the noise will not disturb other activities. Let those who would criticize sharply the provision for billiards and bowling in the church-house ask the question of themselves, Are buildings more "sacred" than boys?

There are scores of church buildings today which approximate the service to the community described above. Plans of the Winnetka (Illinois) Congregational Church and the St. Paul's Methodist Episcopal Church, Cedar Rapids, Iowa, shown in later chapters, are especially good illustrations. Note the plans offered in all of the later chapters. There are shown here (Figs. 7, 8, 9) the three floors of Plymouth Center Building, Oakland, California. In a very few years this church has multiplied its membership fivefold and crowded its two buildings by rendering the type of service indicated above. The plans largely explain themselves. In the basement there is provision for bowling, a men's league room, several clubrooms for boys, and showers and dressing-rooms. The

first floor provides a boys' and girls' gameroom, and a reading-room, and accommodations for pool tables. The use of this

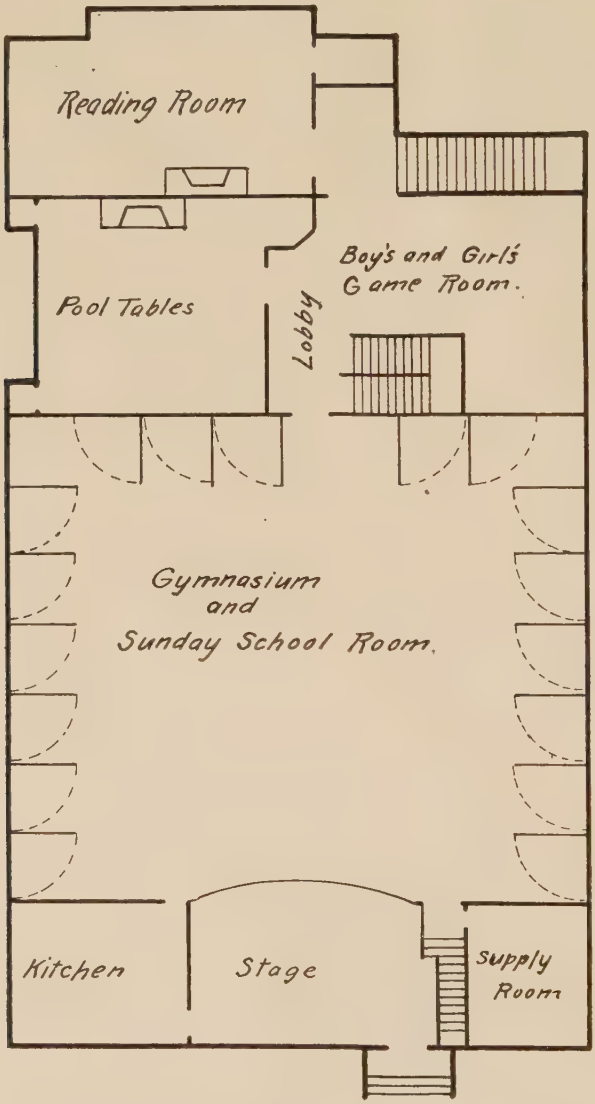


Courtesy of Rev. A. W. Palmer, Oakland, Cal.

FIG. 7.—Pilgrim Center, Oakland, Cal. Basement

building is scheduled so that girls and young women are in exclusive possession at stated periods. A large gymnasium and

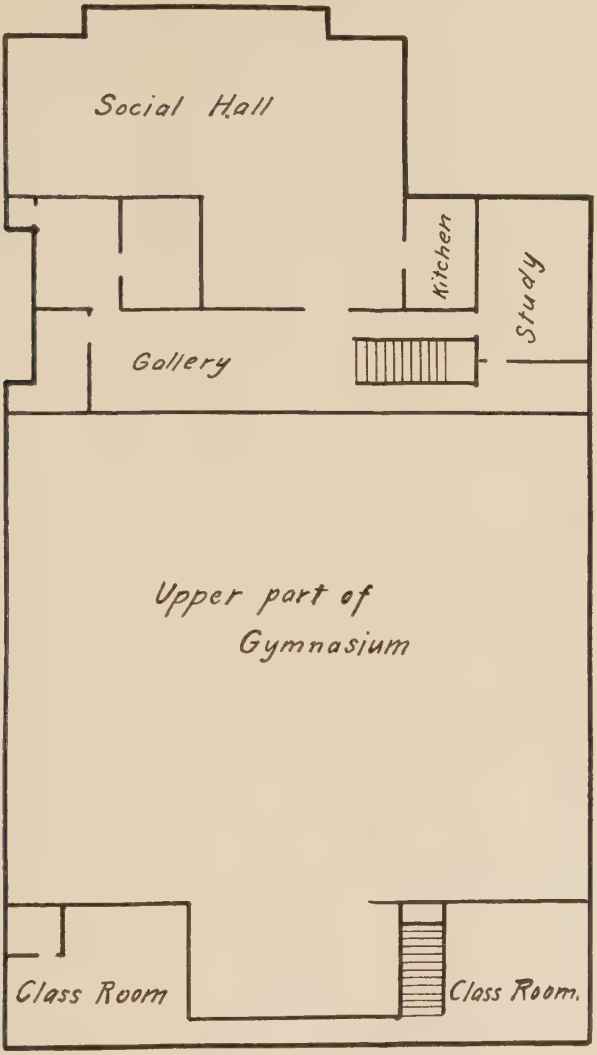
Sunday-school room occupies most of the first floor. Alcove classrooms are provided by large doors which swing out from the



Courtesy of Rev. A. W. Palmer, Oakland, Cal.

FIG. 8.—Pilgrim Center, Oakland, Cal. Main Floor

side walls. During the week these make a wainscoting for the gymnasium. This is not an ideal arrangement for classrooms, as



Courtesy of Rev. A. W. Palmer, Oakland, Cal.

FIG. 9.—Pilgrim Center, Oakland, Cal. Second Floor

an earlier chapter has indicated, but at least eye-disturbances are avoided. This room, 55×65 feet in size, has a 22-foot ceiling, thus

making an ideal play gymnasium. The second-floor plan shows a gallery for spectators, classrooms, a study for the pastor, and a social hall with adjacent kitchen. This plant is separate from the church building proper, and cost $25,000. The response of the community has been such that already it is overcrowded.

While providing for the week-day activities of the church this building lends itself well to the Sunday-school classwork. Every portion of the building is occupied with Sunday-school departments and classes. In a short time the Sunday school has grown to about six hundred members. The Junior Department occupies the gymnasium; the Girls' High-School Department, the reading-room; the Boys' High-School Department, the men's league room and adjacent classrooms; the Primary Department, the social hall.

Our churches are increasingly providing for this larger service to the community. It will be well for all building committees to consider carefully the rich opportunities in this direction.

CHAPTER VIII

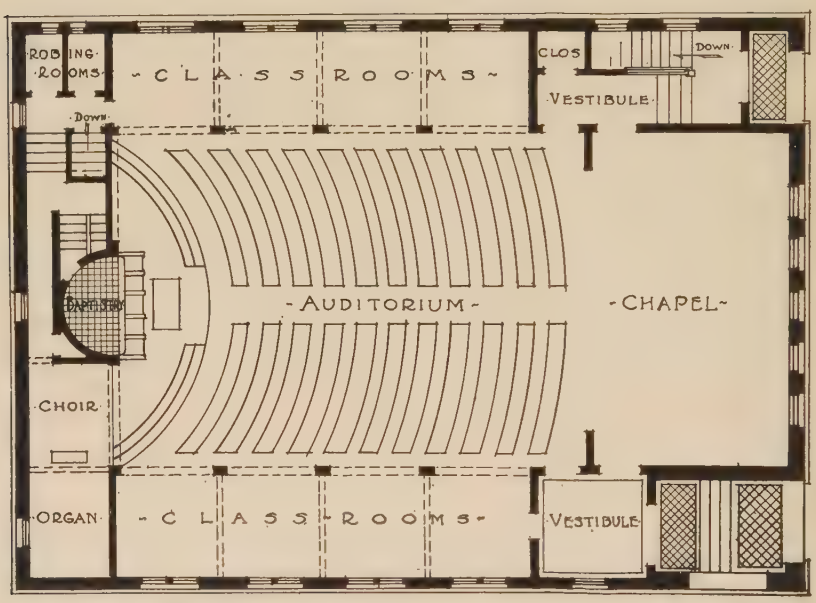
THE VILLAGE AND COUNTRY SUNDAY-SCHOOL BUILDING

Much is being written on the rural problem at the present moment. There is not space here to discuss all of the problems which have been shown to be present in our village and rural situation. When the investigations have been completed it will be found, no doubt, that men and women, boys and girls, are essentially the same, whether they live in the crowded city or in the small village or in the open country. Their desire to worship, their need of knowledge of the Bible, their need of social and recreational activity will be found to be similar to that of their city cousins. The country church will seek to develop its possibilities to supply that which the community needs for its larger life. At the present time the average village and country church building consists of one or two rooms. Chap. xii will suggest some ways by which these buildings may be improved. This chapter seeks to give some suggestions to the village or country church which is about to construct a new building.

WESTERN (NEBRASKA) BAPTIST CHURCH

The ideals suggested in the preceding chapters are not entirely impossible for the village or country church. Not everything mentioned is required for the smaller group of people to which such a church ministers. Fig. 10 gives the floor plans of the Western (Nebraska) Baptist Church, altered, by the courtesy of the architect, to approximate the needs of the graded lessons. An examination of this plan will show that separate departmental sessions will be possible for Beginners and Primary, Junior, Intermediate, Senior, and Adult. For a school of approximately one hundred and fifty pupils separate classrooms will be provided for all of the classes of the Junior and Intermediate departments on the basis of combining two grades in one class in each case. This is more desirable than attempting a full-graded plan with only four or five at most in a class. The Primary Department would have an excellent room in the chapel. Senior and Adult classes could meet

in the corners of the auditorium, which could be used for the worship service of the whole school from the Junior Department up. The chapel-room would be found excellent for the social life. The number of classrooms could be doubled by building a second story of them on each side with stairways from the vestibules. A basement floor would give added facilities for social and recreational activities, adding, however, considerably to the expense of the building. This church can be built for a modest sum, varying



Harry W. Jones, Architect, Minneapolis, Minn.

FIG. 10.—Western (Neb.) Baptist Church

with the material used and the place of construction. An inquiry to the architect will give the information desired.

TEMPLE CHURCH, MINNEAPOLIS

Fig. 11 illustrates another type of medium-cost church which provides an equipment that will relate itself very well to the demands of the graded lessons and social work. Note on the ground floor the departmental rooms for the Primary and Junior departments. What is denominated "Sunday-school Room" in the plan

serves for general assembly of the Intermediate, Senior, and Adult departments. Ten classrooms aid in providing quiet for the lesson hour. Curtains or flexible doors would divide the main room effectively at the line of posts. The gymnasium, on the floor above the "Junior Room," provides excellent floor space for play and entertainment. The main auditorium provides ideal assembly for

Harry W. Jones, Architect, Minneapolis, Minn.

FIG. 11.—Temple Church, Minneapolis, Minn. Ground Floor

worship should the ground floor be needed for additional classrooms or departmental space. In a building of this type, which, by the way, has a pleasing exterior, there is possible every provision for social life for young people. A gymnasium is planned at the rear of the auditorium floor above the "Junior Sunday-school room." The graded school will find reasonably adequate accommodations and good opportunity for departmental organization

and sessions, five rooms being available for this purpose. This building is considerably more expensive to construct than the

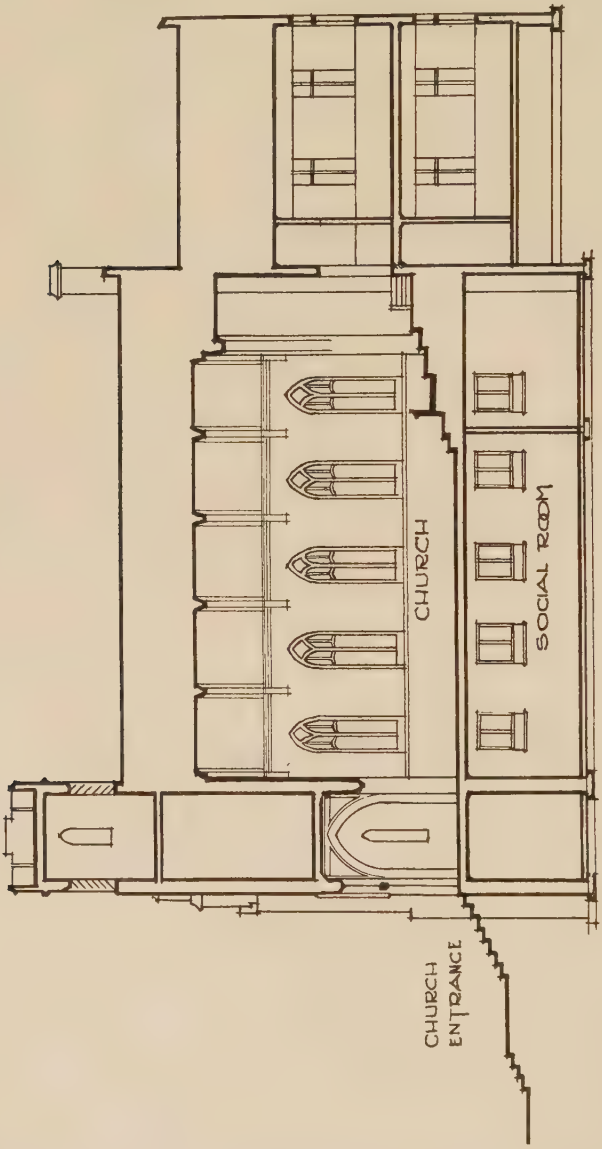
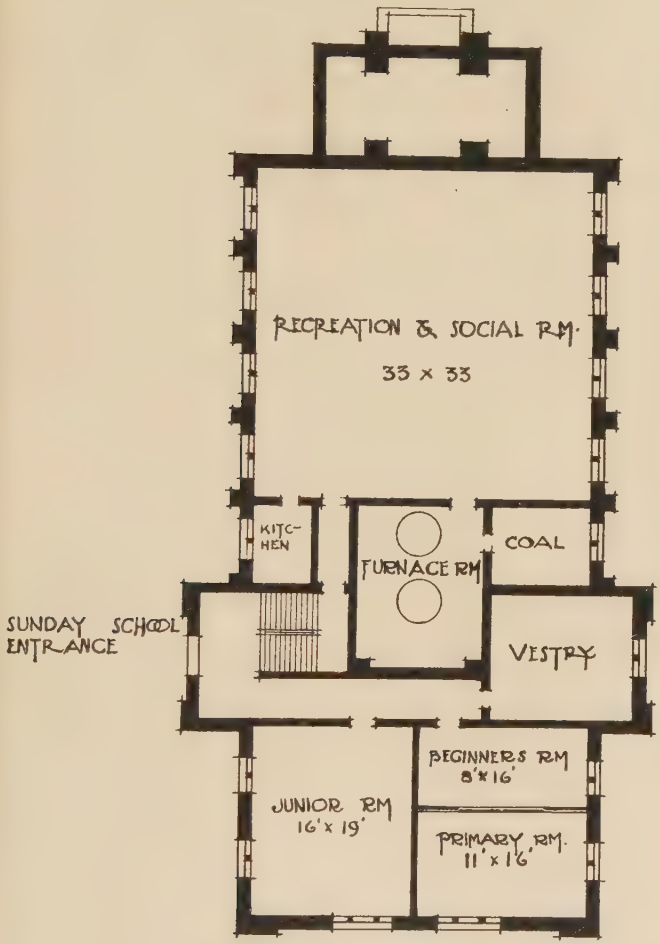


FIG. 12.—Canadian Commission Plan. Longitudinal Section
Sharp & Brown, Architects, Toronto, Canada

preceding, but is within the means of many churches in the country centers.

CANADIAN COMMISSION PLAN

Figs. 12, 13, 14 reproduce a plan offered in the "Report of the Commission on Religious Education" to the Canadian Presbyterian

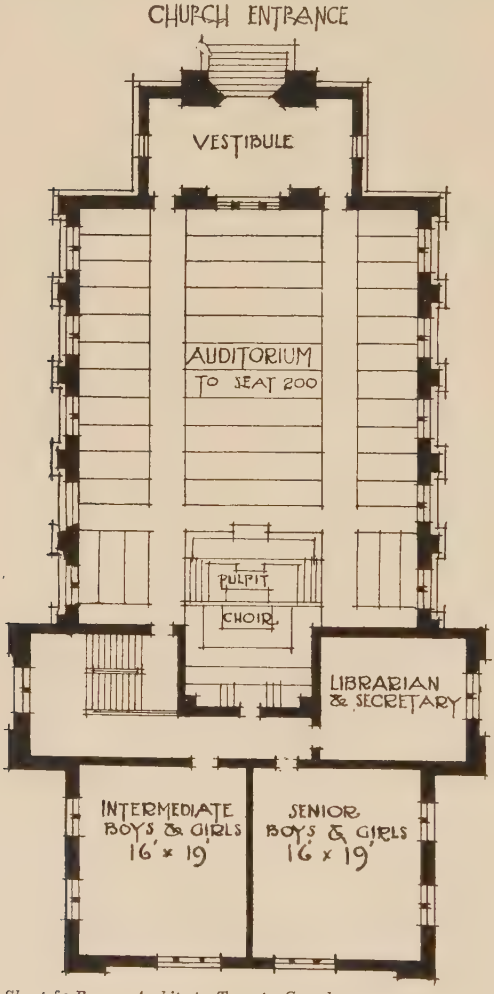


Sharp & Brown, Architects, Toronto, Canada

FIG. 13.—Canadian Commission Plan. Ground-Floor Plan

General Assembly. The plans are for a building to care for about one hundred pupils. The longitudinal section (Fig. 12) is suggestive in that it shows that the class or departmental rooms are entirely

above ground. The Beginners, Primary, and Junior rooms may be thrown together for worship. This room makes a desirable



Sharp & Brown, Architects, Toronto, Canada

FIG. 14.—Canadian Commission Plan. Main Floor

chapel for other church purposes. The Intermediate and Senior young people have two excellent departmental rooms which, by means of partitions, may be made into four good classrooms. The

auditorium is available for worship, which in a small school will include all from the Junior age up. A recreation and social room of generous size and high ceiling provides admirable facilities for play and social life (Fig. 13). There is much that is valuable in this plan. The author ventures the suggestion that with the use of the auditorium for worship, *four* plastered classrooms with separate entrances would add to classroom efficiency.

CHAPTER IX

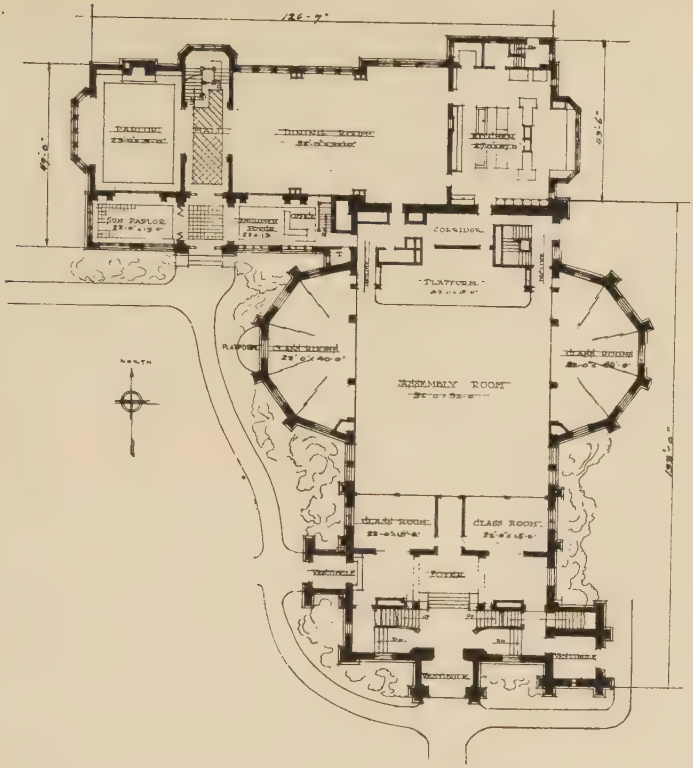
THE SUBURBAN SUNDAY-SCHOOL BUILDING

The "suburban" church problem is recognized as a peculiar type. But when it is approached from the standpoint of community service it does not possess the hopelessness which seems to envelop the church of conventional type. It is possible to develop a community spirit in a suburban situation which cannot be accomplished in a section of a large city. Hence a church which intelligently seeks to serve its community will get a response that will be gratifying. The nearness of the city demands that special attention in many cases be given to the problem of recreation and amusement. The near-by city makes it possible to bring fine talent for aesthetic development to the suburb. Lecturers on civic topics are readily obtainable. Indeed, the leaders in the city often live in the suburbs. Opportunities for social service are abundant in the city so easily reached by convenient transportation. The problem of the suburban church is not insoluble. There is presented below the plans of buildings in two suburbs of Chicago which will prove suggestive and in many cases revolutionary.

OAK PARK CONGREGATIONAL CHURCH

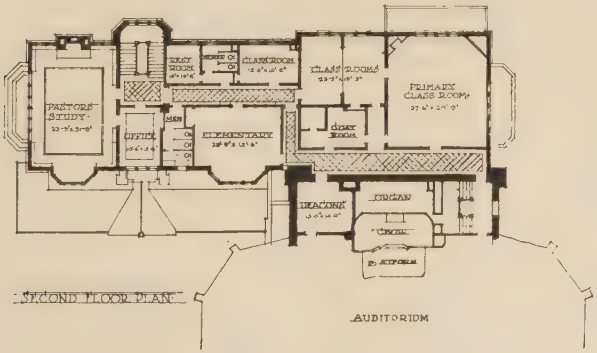
Figs. 15 and 16

This plan will illustrate two things: the response of this church to the Oak Park suburban situation and also the possibilities of remodeling an old building. The ground-floor plan shows the assembly room of the school for the Intermediate, Senior, and Adult classes. Each group of five classrooms is separable from the main assembly room by heavy curtains. This makes possible, for example, a Boys' and a Girls' department. The adult classes adjourn to the dining-room and parlor of the "Church-House," as they call their newly constructed addition to their main building. The dining-room may be divided by rolling partitions when necessary into four or six classrooms. The second floor provides a generous-sized pastor's study which is also used as a popular adult classroom. The



Patton, Holmes & Flinn, Architects, Chicago

FIG. 15.—First Congregational Church, Oak Park, Ill. Ground-Floor Plan



Patton, Holmes & Flinn, Architects, Chicago

FIG. 16.—First Congregational Church-House, Oak Park, Ill.

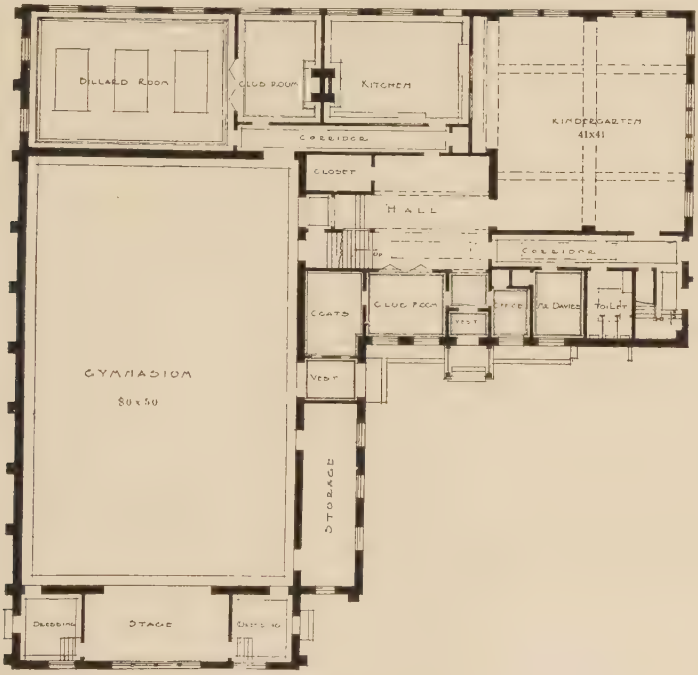
Primary Department has a large, cheery room, and the Junior or Elementary Department has a general assembly and adjacent classrooms. Contrary to general usage, the entire third floor is planned as a play gymnasium. At present it is unfinished, but is available for this purpose or for additional classrooms whenever needed. There is a large clubroom in the basement, the plan of which is not shown here. A large gymnasium under very competent management is open to the young people of the church in a near-by high-school building, hence that feature is not at present developed in the church. It will be seen that the "Church-House" lends itself admirably to social life, for the young people and for the entire parish. This plan will repay careful study, especially of its provisions for social life.

WINNETKA (ILLINOIS) CONGREGATIONAL CHURCH

One of the most complete plants for a suburban church in the United States is that of the Winnetka Congregational Church (Figs. 4, 17, and 18). Ideally situated in natural woods, with grounds skilfully handled by the landscape gardener, the approach is all that could be desired. Winnetka is a suburb 17 miles from Chicago and has a population of about four thousand people. A few years ago the church was only a small wooden structure, unattractive in character. Under the skilled direction of a man with a vision, a stone church was constructed which everyone thought would be adequate for a generation. The splendid graded school within two years overcrowded the new building and for a time was compelled to meet in two separate sessions. The people of Winnetka were pleased with the work of the church and responded generously to a second appeal, giving over a hundred thousand dollars in all for the church and "Community House." (The plans of the Community House only are shown here, Figs. 17 and 18.) Part of the work of the church school is done in the other portion of the church building, which is not shown here.

An excellent room is available on the ground floor (Fig. 17) for the Primary Department. A modern kitchen supplies convenient service to any portion of the first floor. Fully appointed clubrooms are open for men all day and evening. The large gym-

nasium with high ceiling affords an ideal floor which is busy morning and afternoon all the week, with classes for men, women, boys, girls, and young people. A stage gives opportunity for amateur entertainments. This room is used two or three times a week for motion pictures. The seating capacity of seven hundred is frequently taxed by the people of Winnetka. Only the highest grade of films, locally censored, is ever allowed. So successful is



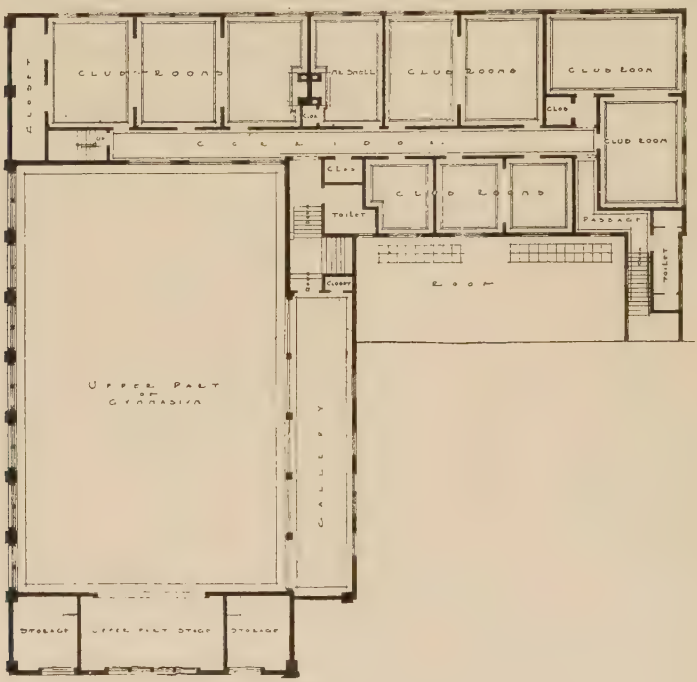
Courtesy of Rev. J. W. F. Davies, Winnetka, Ill.

FIG. 17.—Winnetka (Ill.) Community House. First Floor

this feature of the work of Community House that no commercial motion-picture theater has located in Winnetka. Community House is a real center for the people of this little suburban city.

The second-floor plan (Fig. 18) shows ten clubrooms which are occupied week-day afternoons and evenings by the boys and young men, and on scheduled occasions by the girls and young women. These rooms are used for classwork on Sunday. The basement plan, not shown here, has ample facilities for private shower baths and

locker-room and additional play space that some day may be used as bowling alleys. In the height of the winter season the weekly attendance at this busy community center exceeds two thousand. Here is a church which believes in serving every need of the



Courtesy of Rev. J. W. F. Davies. Winnetka, Ill.

FIG. 18.—Winnetka (Ill.) Community House. Second Floor

community. Its buildings have become a center of local activity. The two ministers are busy men in the large service that they are rendering. The story of Winnetka Church is an inspiration to anyone who learns of its high degree of efficiency and its extended service in manifold ways to the entire community.

CHAPTER X

THE CITY SUNDAY-SCHOOL BUILDING

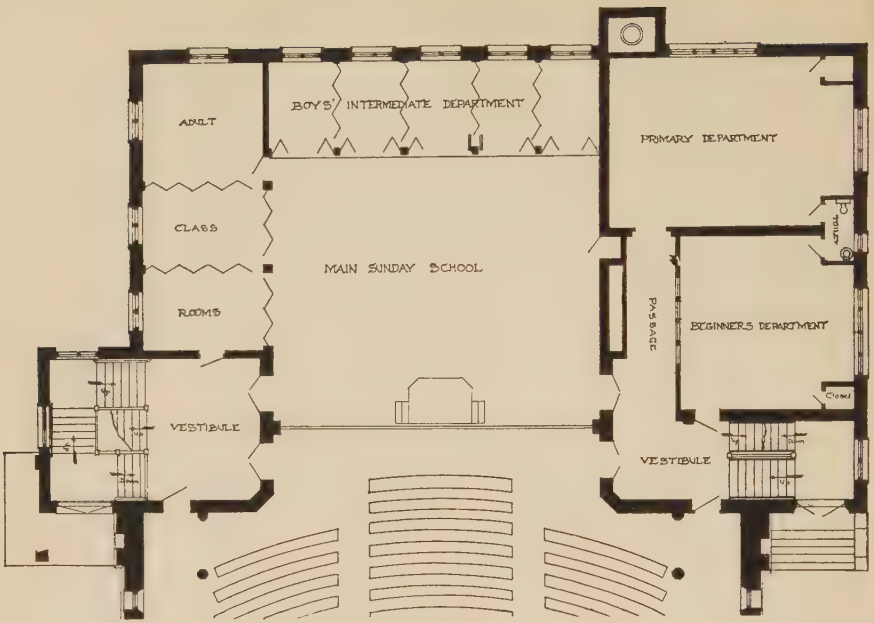
More large graded Sunday schools will be found in our cities, and the requirements will call generally for larger and more complicated buildings. In this chapter plans will be shown that seek primarily efficiency for Sunday-school instruction. In the next chapter plans of buildings will be shown which also include facilities for community service. Probably no one building plan will be found suitable to the needs of any given community. These plans reflect the efforts of building committees and architects to meet the peculiar needs of special communities. Their value to the reader lies in their suggestiveness. The ideal building in any community involves consultation with skilled architects. The individual needs will find expression in architectural forms, perhaps allied to some one of these plans, or possibly initiating a partially new type. The ten plans offered in these two chapters represent the very latest efforts of the best architects of this country. The careful study of these plans cannot fail to bring suggestions to the building committee.

SOUTH BEND (INDIANA) METHODIST CHURCH

The plan of the South Bend Methodist Church (Figs. 19 and 20) has some suggestions for those who wish to have an auxiliary auditorium for the Sunday school, rather than to use the church auditorium. Note the effective separation of the Beginners and Primary departments from the main Sunday-school room. Provision is afforded for sex separation in both the Junior and the Intermediate departments. This school is planned for a worship assembly of all from the Junior age upward, Primary and Beginners departments meeting separately. The basement plan, not shown here, includes a large room for dining and entertainment purposes.

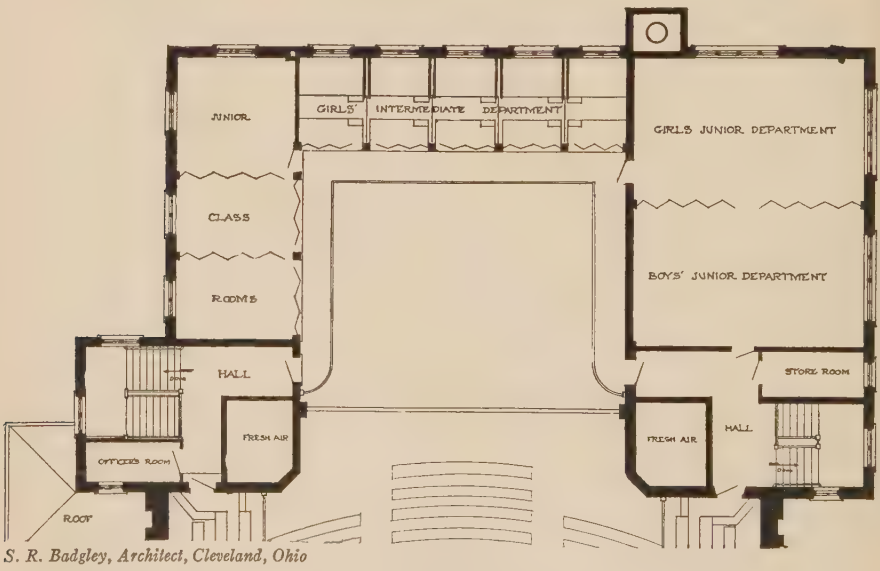
SOME KRAMER PLANS

Mr. George W. Kramer, of New York City, has perhaps planned more churches and Sunday-school buildings than any other living



S. R. Badgley, Architect, Cleveland, Ohio

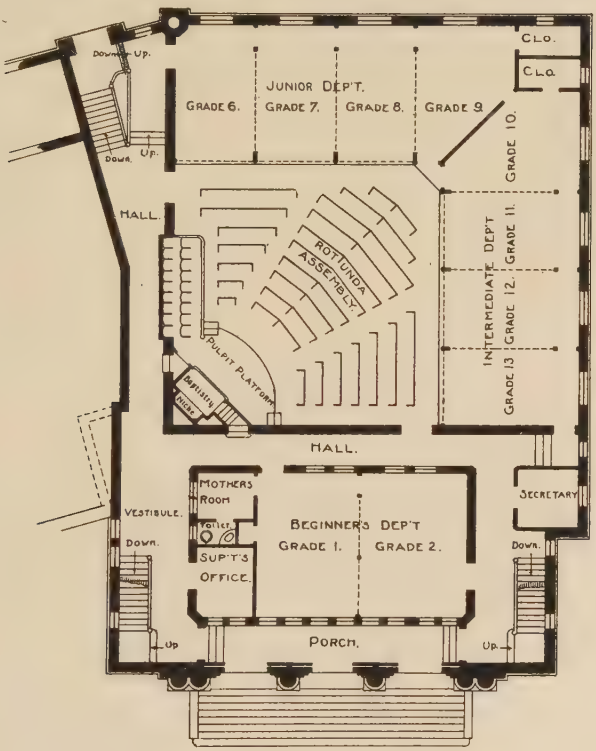
FIG. 19.—South Bend (Ind.) Methodist Church. First Floor



S. R. Badgley, Architect, Cleveland, Ohio

FIG. 20.—South Bend (Ind.) Methodist Church. Second Floor

architect. His latest work is therefore worthy of careful consideration. Mr. Kramer has always been an enthusiastic supporter of the Akron plan and did much to develop it during the years of the International Uniform Lesson ascendancy. He also shows in all of his work the thought of "togetherness" referred to in the paragraph on the Akron plan. By the courtesy of this busy man we



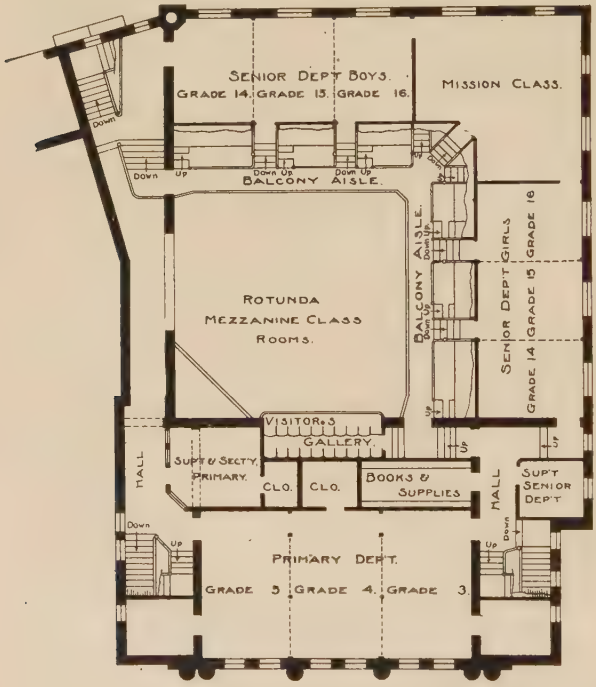
G. W. Kramer, Architect, New York

FIG. 21.—Norfolk (Va.) Christian Church. First Floor

are enabled to examine three of his latest plans, in all of which he had in mind the graded-lesson system.

Plan "A" (Figs. 21, 22) is a complete Sunday-school building for the First Christian Church, Norfolk, Virginia, planned for 800 to 1,000 pupils. The clear markings will indicate the divisions. The grade notations do not follow the International plan, which

does not give a grade number to the Beginners. The departments are well segregated, and provision is made for general assembly in what is now the auditorium of the church. Note the sex segregation in the Senior Department classrooms which are installed under a deep balcony. Additional classrooms are provided adjacent to the Primary Department which is on the second floor. The third-floor plan, not printed herewith, shows the deep gallery and two large rooms for classes or social life.

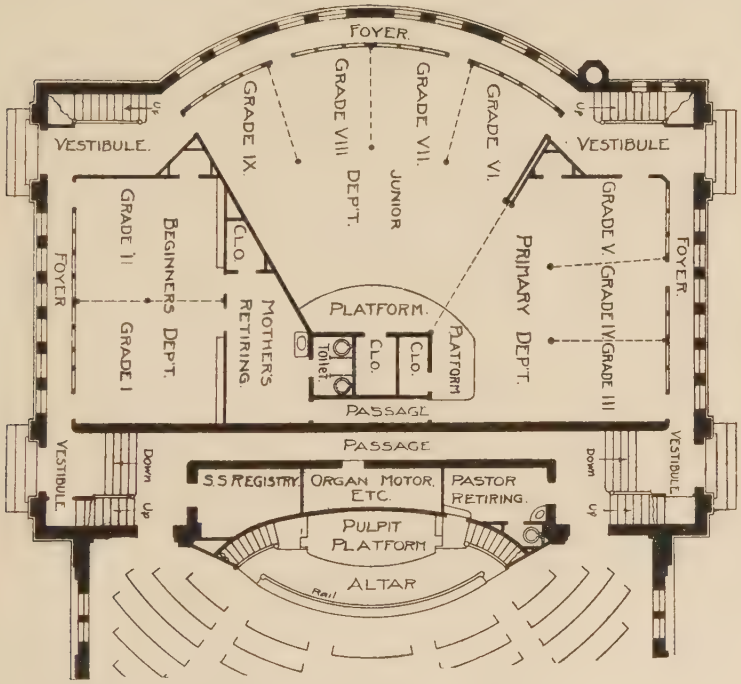


G. W. Kramer, Architect, New York

FIG. 22.—Norfolk (Va.) Christian Church. Mezzanine Floor

Plan "B" (Figs. 23, 24, 25) was made by Mr. Kramer for the Methodist Episcopal Church South, of Conway, Arkansas, and is regarded by him as "one of the best types of arrangement for departmental schools." The plan combines all in two groups for worship, segregates the Beginners Department, arranges for assembly of Junior and Primary departments if desired, and provides for

separation of both grades and sexes in the Intermediate and Senior departments. The diagonal lines between departments indicate soundproof movable doors. The whole school can be thrown together into two sections in a moment by raising these doors. The Akron plan is used to provide classrooms in some of the departments. In this plan entrance to all the classrooms is from an outer passage which is also an insulation against outer noises and heat

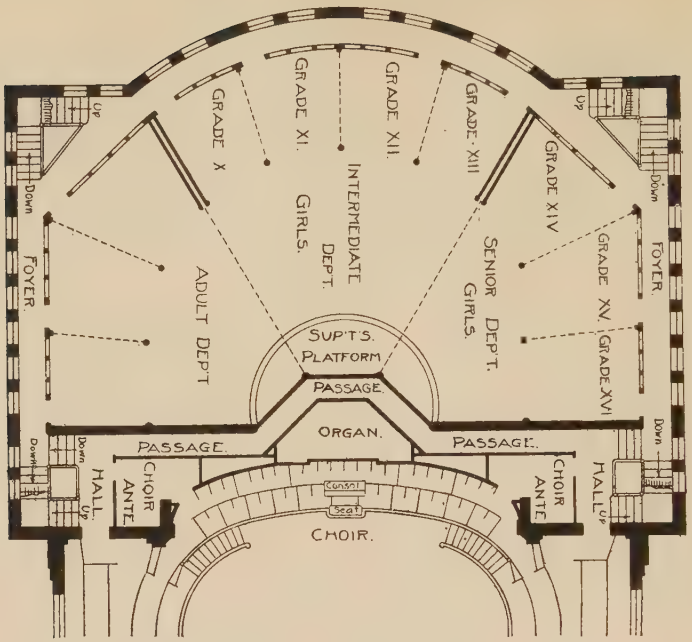


G. W. Kramer, Architect, New York

FIG. 23.—Plan "B." First Floor

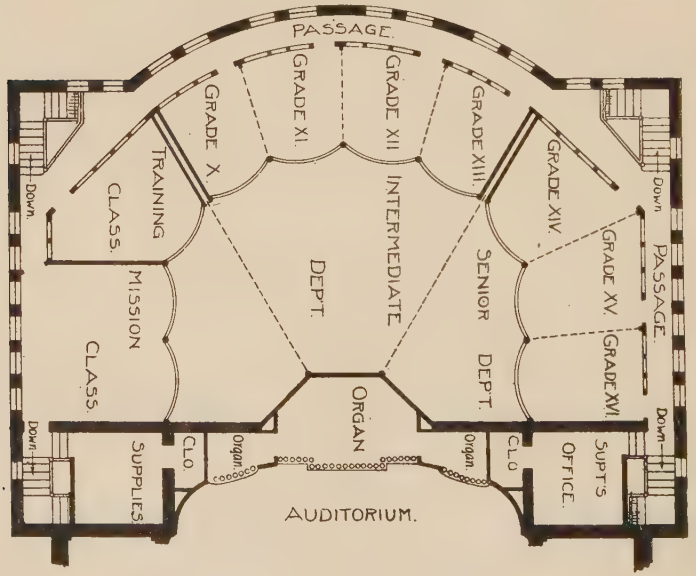
but at the same time provides ample light and ventilation. Note in all of Mr. Kramer's plans the adequate provision he makes for easy passage from department to department, and for convenient exits.

Plan "C" (Figs. 26, 27, 28) is the Jefferson Street Church of Christ, Buffalo, New York. The basement of this church provides large rooms for the Beginners and Primary departments *en*



G. W. Kramer, Architect, New York

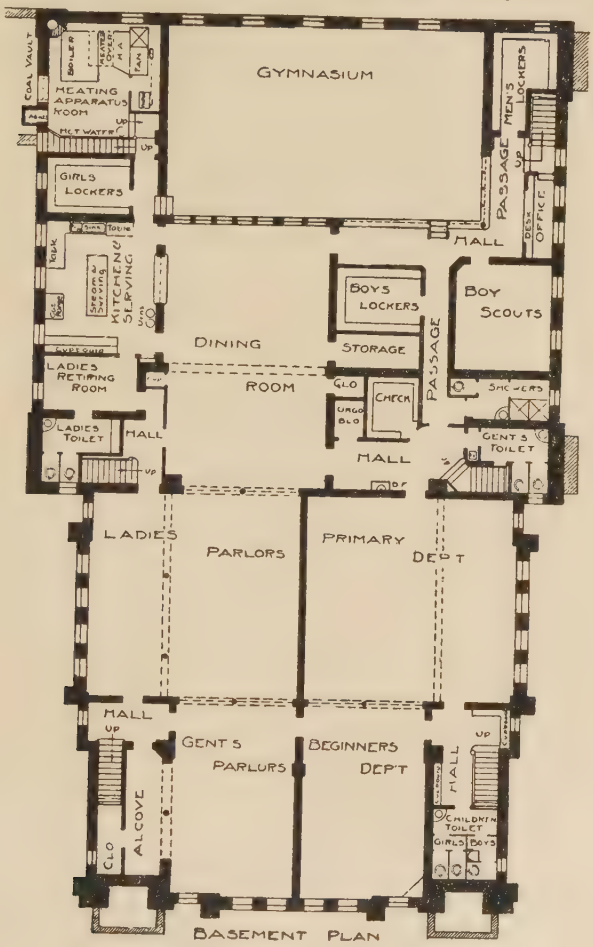
FIG. 24.—Plan "B." Second Floor



G. W. Kramer, Architect, New York

FIG. 25.—Plan "B." Third Floor

suite, but separable when desired by rolling partitions. A gymnasium with separate locker-rooms for boys, men, and girls occupies a large portion of the space in this high, well-lighted basement.

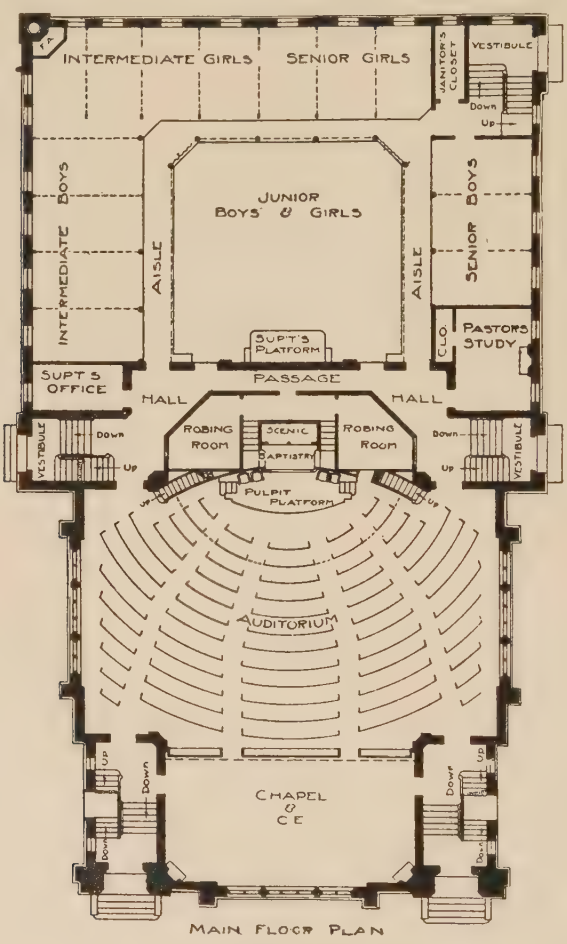


G. W. Kramer, Architect, New York

FIG. 26.—Jefferson Street (Buffalo, N.Y.) Church of Christ

The parlors are available for classroom purposes. The main floor provides separate classrooms and department rooms for Intermediate and Senior boys and girls. The Junior boys and girls occupy the floor space in the center, not an ideal arrangement for

this important department. The second floor provides excellent classrooms for organized classes. This plan will be attractive to those who wish to gather the entire school above the Primary Department into one worship session.



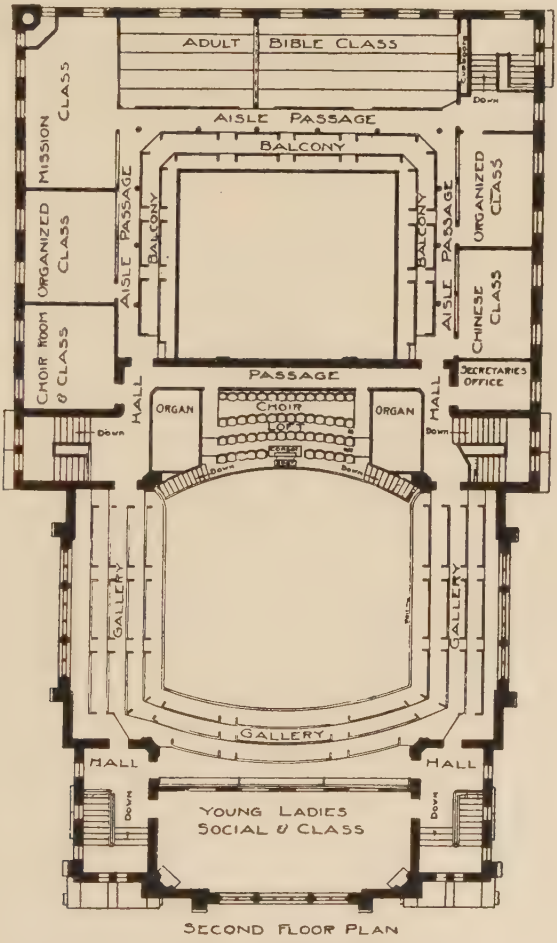
G. W. Kramer, Architect, New York

FIG. 27.—Jefferson Street (Buffalo, N.Y.) Church of Christ

SAN DIEGO (CALIFORNIA) BAPTIST CHURCH

This new church (Figs. 29, 30, 31), recently completed at a cost of about one hundred thousand dollars, presents some helpful suggestions. Fig. 29 shows the ground floor, well lighted. The

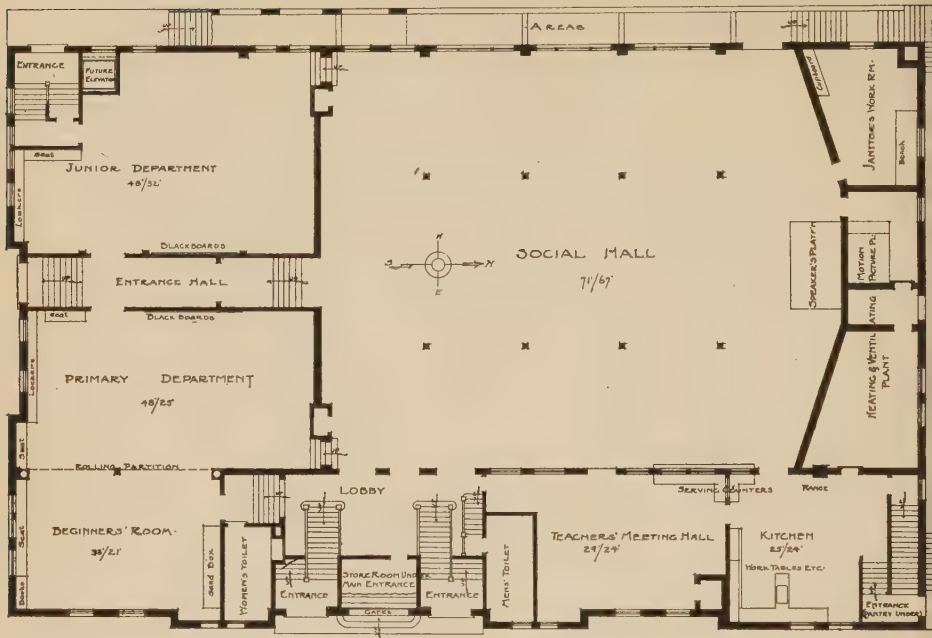
Beginners and Primary departments have large separate rooms which may be united by opening rolling partitions between. A near-by toilet is convenient to this department. Across a wide hall, that acts as an effective barrier to noise, is a roomy Junior



G. W. Kramer, Architect, New York City

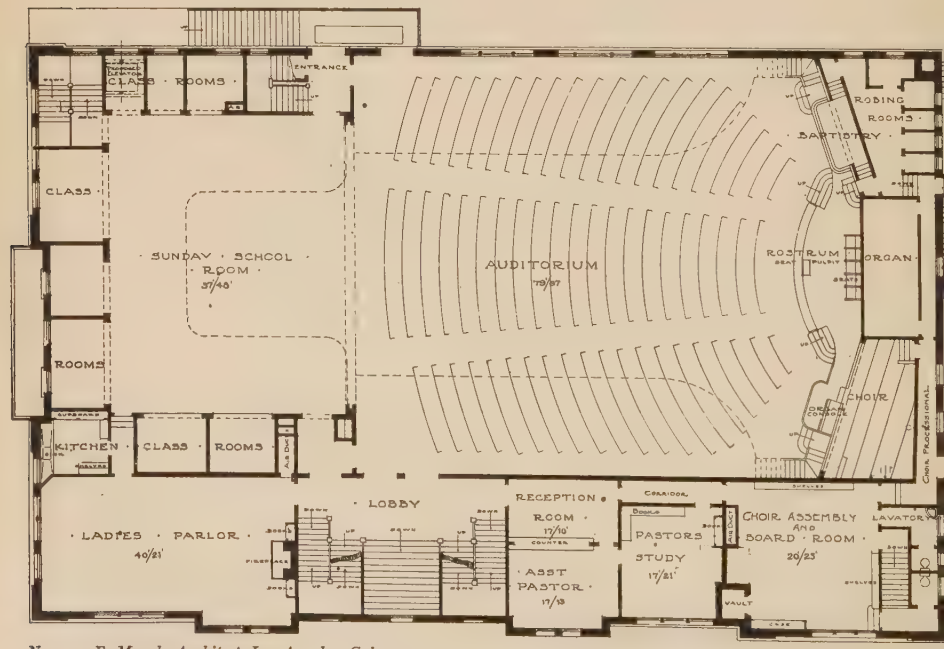
FIG. 28.—Jefferson Street (Buffalo, N.Y.), Church of Christ

Department. This is broken up into classrooms by large, heavy, movable, partition screens, planned with a broad footing especially for this purpose. The social hall and dining-room is planned for all social occasions. A fireproof motion-picture equipment is



Norman F. Marsh, Architect, Los Angeles, Cal.

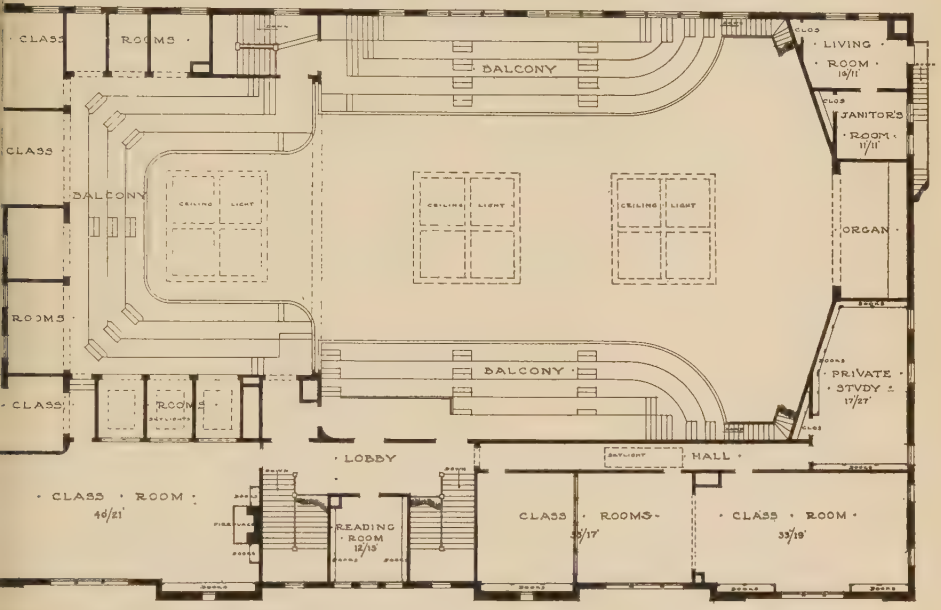
FIG. 29.—San Diego (Cal.) Baptist Church. Basement Floor



Norman F. Marsh, Architect, Los Angeles, Cal.

FIG. 30.—San Diego (Cal.) Baptist Church. Main Floor

built into this room. A special feature, worthy of praise, is the "teachers' meeting-hall," adjacent to the kitchen. The supper hour is proving to be an excellent time for the teachers' meeting. On the main floor is the auditorium and the Intermediate and Senior departments. The latter is provided with classrooms, both



Norman F. Marsh, Architect, Los Angeles, Cal.

FIG. 31.—San Diego (Cal.) Baptist Church. Second Floor

on the main floor and in the balcony. In addition there are several large rooms for organized classes and social life. The building is one of the best of the type that requires a combination auditorium for church and Sunday school.

The next chapter will present other plans for city churches in which special provision is made for community service.

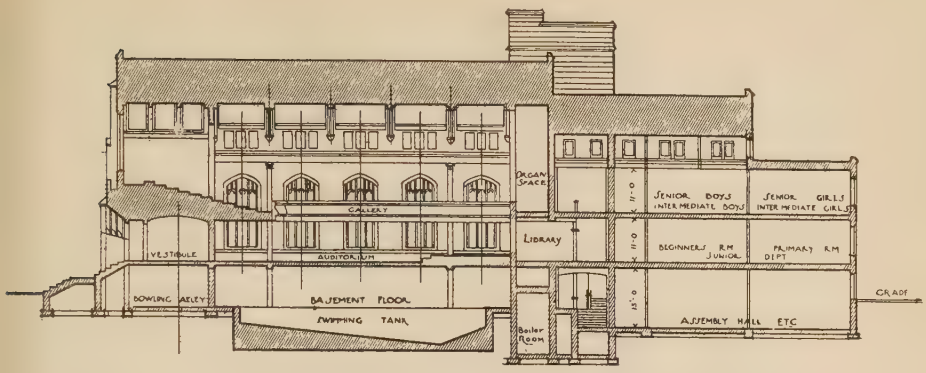
CHAPTER XI

THE CITY SUNDAY-SCHOOL BUILDING, WITH SPECIAL REFERENCE TO COMMUNITY SERVICE

The object of the Sunday school is to aid the pupils to achieve a Christlike character which will relate itself to the well-being of the race. The modern city has multiplied the influences against the highest type of character to such a degree that the church must broaden her efforts to save boys and girls to the higher life. It is not sufficient to plant the Christ ideal at the psychological moment; it is necessary also to supply as far as possible the wholesome environment in which the Christ ideal may develop to its full normal maturity in a strong life characterized by self-control and achievement of the highest and the best the race knows. It is not enough to have an hour's session Sunday mornings, no matter how efficiently the instruction is given. The challenge that comes to our city Sunday schools today is a far larger one. Wherever there is a lack in the environment of our youth it is the opportunity and duty of the agencies of religious education to see that the need is met. The leisure hours of boys and girls are most prolific for good or evil. Voluntary interests have largest play in these hours. The church which seeks to direct the leisure time of her youth is in line with the best thought for character development. The more the youth's interests are centered in the church building, the more certainly may the youth be won for the Christ and for life's highest ideals. The plans which follow emphasize in a special degree the conception of a church building put to the largest use in the great task of developing a kingdom of righteousness among our young people.

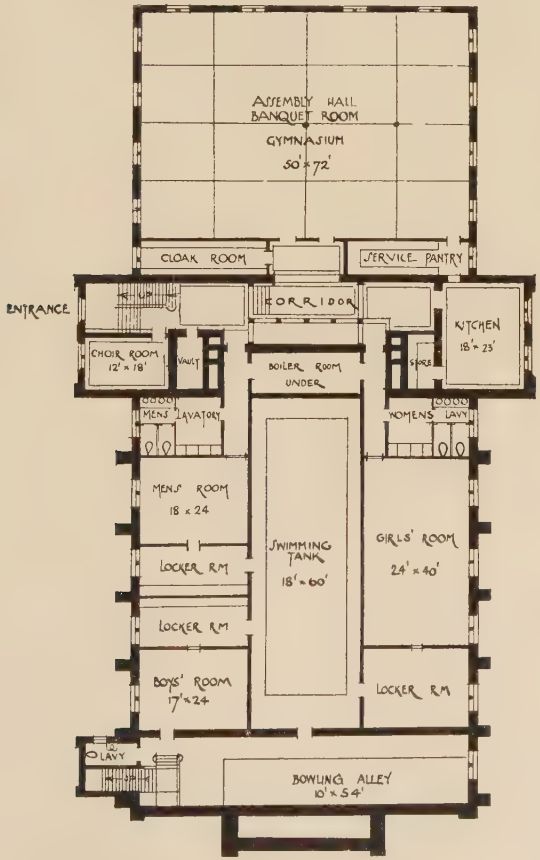
CANADIAN COMMISSION PLAN

The plans for this building (Figs. 32, 33, 34, 35) are for a school of a membership of two to five hundred pupils, exclusive of adults. The auditorium of the church may be used for the worship of Intermediate, Senior, and Adult departments. Adult classes will



Sharp & Brown, Architects, Toronto, Canada

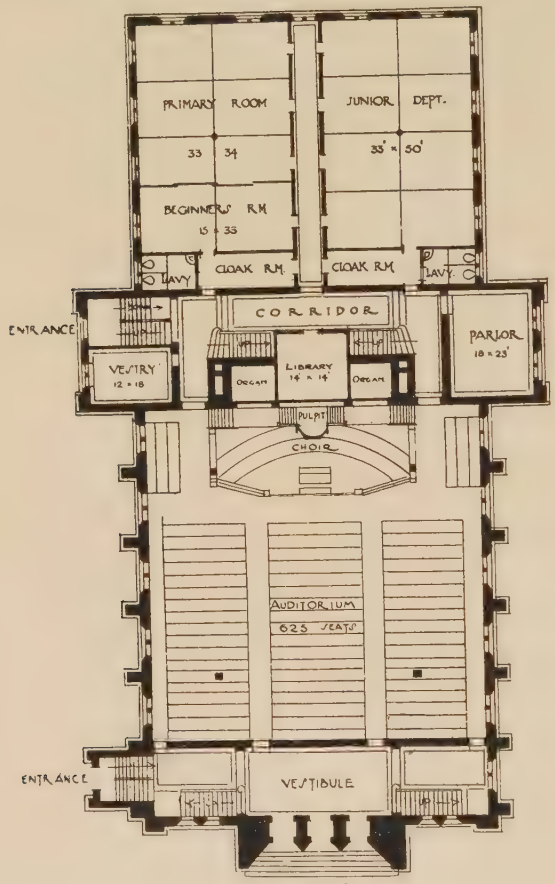
FIG. 32.—Canadian Commission Plan. Longitudinal Section



Sharp & Brown, Architects, Toronto, Canada

FIG. 33.—Canadian Commission Plan. Basement

remain in the auditorium for the study hour while the Intermediate and Senior classes retire to second-floor classrooms adjacent to the church gallery. In both of these departments separate rooms are provided for girls and boys. Within each of these rooms provision

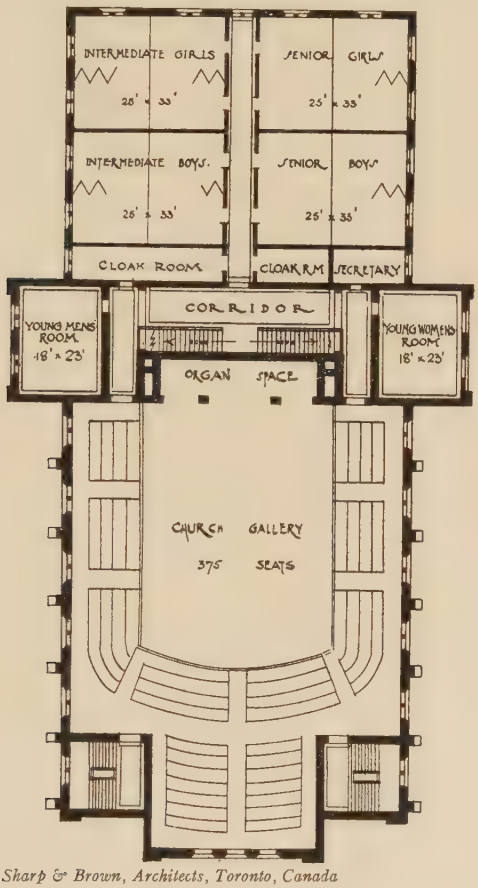


Sharp & Brown, Architects, Toronto, Canada

FIG. 34.—Canadian Commission Plan. Main Floor

is made for separation into class groups by means of rolling partitions. The inner classrooms have overhead light and ventilation. Young men and young women have excellent rooms provided for their class sessions and other activities. The ground-floor plan (Fig. 34) shows ample provision for Beginners and Primary departments,

which may be thrown together on occasion. Separate classrooms also are planned by means of curtains or rolling partitions. Across a corridor, which effectively breaks disturbance by sound, is a Junior Department. Separate assembly is possible, and usually is

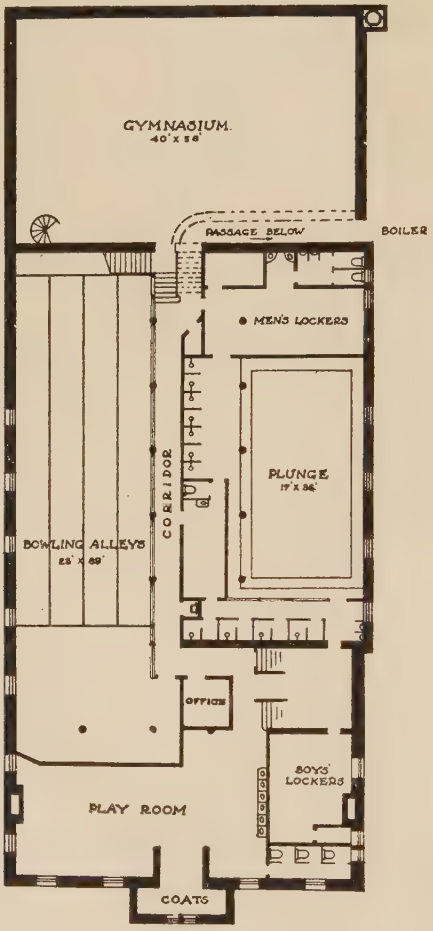


Sharp & Brown, Architects, Toronto, Canada

FIG. 35.—Canadian Commission Plan. Second Floor

desirable. There is also easy access to the auditorium of the church. Each grade can be segregated for instruction by rolling partitions. Note the excellent provision for wraps on both floors, also the lavatories for both Primary and Junior children. The basement-floor plan (Fig. 33) shows a good assembly hall and gymnasium, 50×72

feet in size, with a 15-foot ceiling. Separate rooms are provided for club life for boys, men, and girls. Separate locker-rooms adjoin each of these clubrooms. A bowling alley and swimming tank complete the equipment of this well-planned floor for community service.



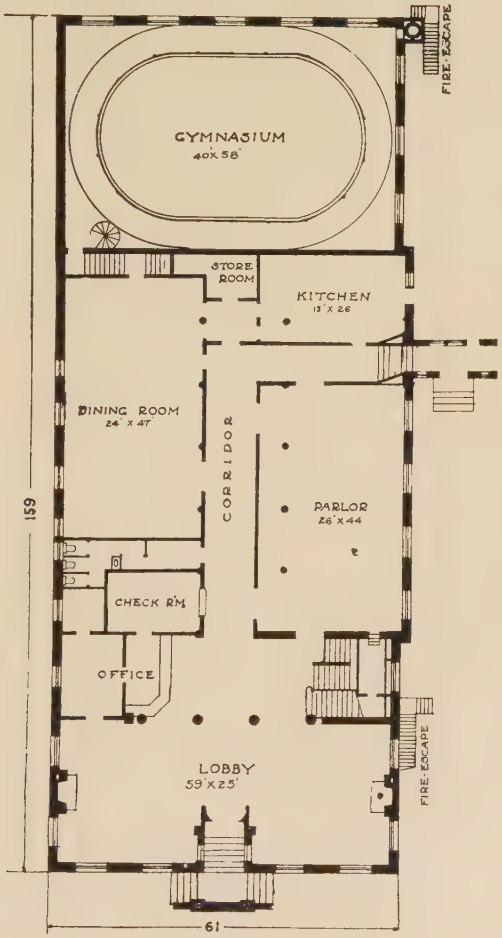
Courtesy of Rev Herbert W. Gates, Rochester, N.Y.

FIG. 36.—Brick Church Institute, Rochester, N.Y. Basement Plan

ROCHESTER (NEW YORK). BRICK CHURCH INSTITUTE

Figs. 36, 37, and 38 reproduce the floor plans of a building adapted to a specialized form of community service which is greatly

to be commended. The plans, as a whole, are those of a high-grade city Y.M.C.A. building. The basement (Fig. 36) contains a standard gymnasium, four bowling alleys, showers and plunge with lockers for men, and separate playroom with lockers for boys.

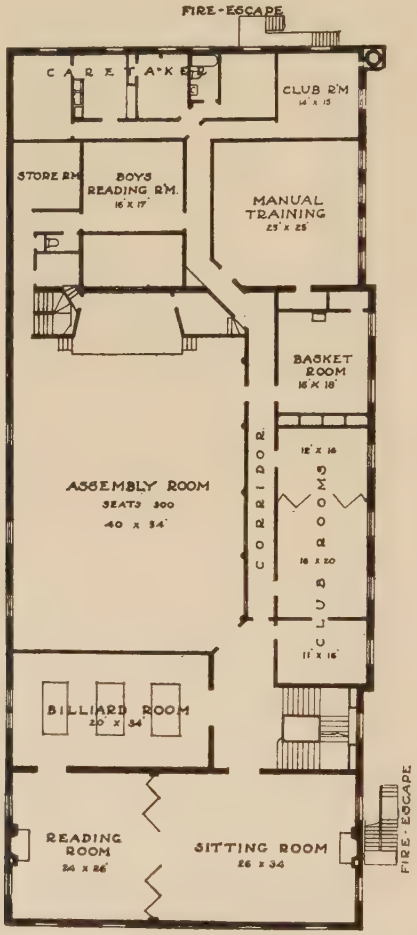


Courtesy of Rev. Herbert W. Gates

FIG. 37.—Brick Church Institute, Rochester, N.Y. First-Floor Plan

The first floor (Fig. 37) has a generous lobby, parlor, dining-room, and kitchen. These latter facilities are quite effective in work for young men. The second floor provides for the varied interests of work with and for young men and boys. The plan (Fig. 38)

will explain itself. The entire third floor, not shown here, is a dormitory providing numerous bedrooms for young men. The adaptability of this building to the religious education of boys and



Courtesy of Rev. Herbert W. Gates

FIG. 38.—Brick Church Institute, Rochester, N.Y. Second-Floor Plan

young men will be apparent without detailed description. Assembly rooms and classrooms are available for every need. Most of the Sunday school of this church is cared for in the church building adjacent. This plan is shown to illustrate a form of specialized

community service of the highest value. Let any church ask itself whether the young men of the city need a *home* and a club under church influences?

THE CLEVELAND PLAN

A plan has been prepared by a firm of Cleveland architects which has many excellent features. We regret that suitable arrangements could not be made to exhibit it in this book. It will be described, however, and anyone with a good imagination can reproduce the plan with pencil and paper. The building is rectangular and provides one auditorium for Sunday school and church worship on the ground floor. Provision is made for departments and classrooms at the rear of the pulpit platform. The Junior Department is on the ground floor and is divisible into eight classrooms by accordion doors. Each classroom has a separate entrance to the wide corridor. The auditorium-balcony plan provides for two departmental rooms for Senior and Adult classes, each of which may be divided into four classrooms with separate hall entrances. Two larger classrooms adjacent to the balcony of the church auditorium are provided. The basement has both a floor and a balcony plan. The floor plan shows a gymnasium and entertainment hall, with Beginners and Primary departments opening from either side by accordion doors. At one end of the gymnasium is a platform and at the other are showers and lockers situated under a roomy balcony. A full-sized bowling alley, with seats for spectators, occupies the space under the tier of classrooms described above. The basement-balcony plan provides for an Intermediate Department above the bowling alley, separable into eight classrooms, each of which opens into a long corridor.

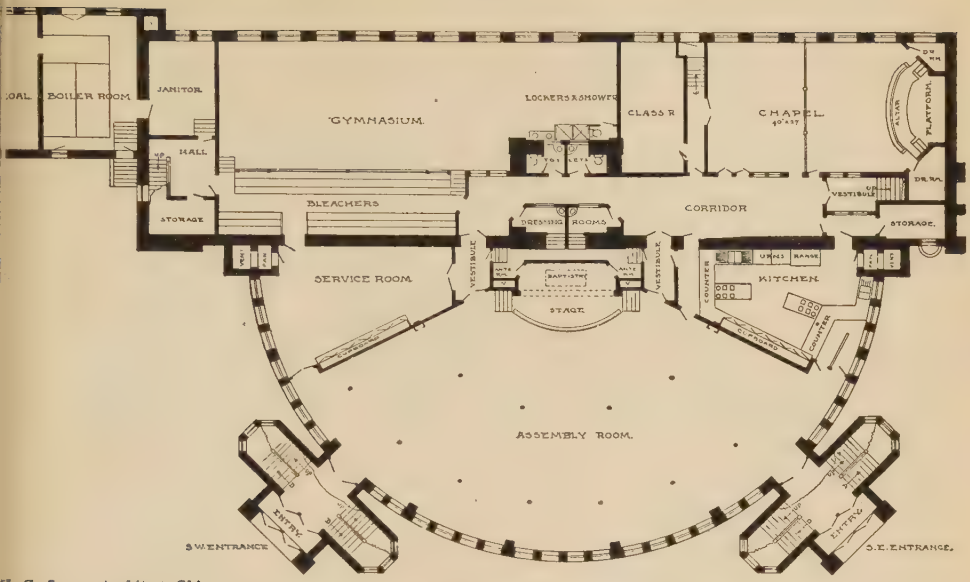
The method of providing departmental rooms separable into classrooms by accordion doors has been in use for several years. The Long Beach (California) Methodist Episcopal Church, of which Norman F. Marsh, of Los Angeles, is the architect, plans its Junior Department in precisely this manner. The use of accordion doors for the separation of classes cannot, however, be regarded as *ideal*, as our earlier discussion has pointed out. The ideal plan should show a larger number of plastered classrooms. This could

be accomplished, with slight change in this plan, by making half of all classroom partitions permanent. Departmental assembly is secondary to classroom efficiency. Many would object to the placing of the Beginners and Primary departments in the basement, but this is a detail of arrangement easily changed by shifting adult or young people's classes to the less desirable rooms. The type of plan described above in which the church auditorium is used for Sunday-school worship is sure to be used largely in coming years. This will be illustrated in the next section by the plan which is, to the present time, nearest the ideal.

THE CEDAR RAPIDS PLAN

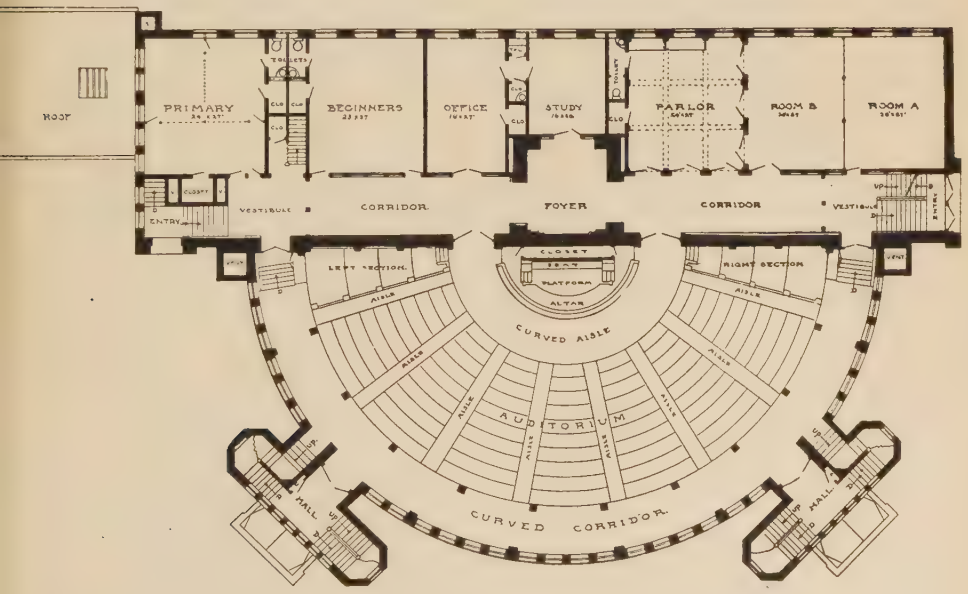
Several years ago the St. Paul's Methodist Episcopal Church, Cedar Rapids, Iowa, facing the necessity of a new building, made a special investigation of church buildings available at that time, and conducted a wide correspondence with Sunday-school experts and architects. Many architects were invited to participate in the competition. Much detailed information obtained from many sources was sent to each contestant. The competition was won by Mr. Louis H. Sullivan, of Chicago, one of America's leading architects. The building was not constructed by Mr. Sullivan, but the floor plans, substantially as prepared by him, were used by the church, the exterior being changed.

This plan (Figs. 39, 40, 41) is presented last because it is regarded by the author, and by many others, as probably the most significant contribution to the architecture of the modern Sunday school made to the present time. It is worthy of the most careful study by any prospective church builders. It was born of a desire to make more adequate provision for the ages when youths most rapidly leave the church. With the exception of the Beginners and the Primary and perhaps the Junior departments, worship for all is planned in the church auditorium. Separate plastered classrooms are provided for every class in the school except in the Junior Department, where removable partitions are used. The classrooms correspond to the ideal outlined in chap. vi. Unusually wide corridors provide for social life, and for the delay which may occur when the Sunday-school and church services approach one another.



V. C. Jones, Architect, Chicago

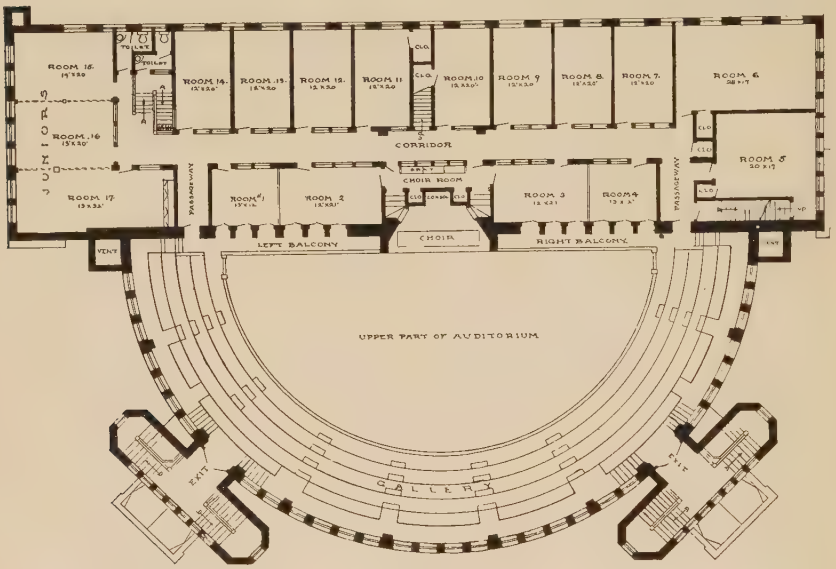
FIG. 39.—St. Paul's Methodist Church, Cedar Rapids, Iowa. Basement Plan



V. C. Jones, Architect, Chicago

FIG. 40.—St. Paul's Methodist Church, Cedar Rapids, Iowa. Main Floor

A beautiful chapel provides for devotional meetings and for departmental assembly. An assembly room with stage, in the basement, is available for entertainments. A gymnasium, with gallery for seventy-five spectators, provides for the play life of the youth.



W. C. Jones, Architect, Chicago

FIG. 41.—St. Paul's Methodist Church, Cedar Rapids, Iowa. Second Floor

This plan promises to influence future Sunday-school construction in a marked degree. Its enthusiastic supporters call it the "Cedar Rapids plan," and predict that it will have the vogue in the next quarter-century which the Akron plan has enjoyed in the last twenty-five years.

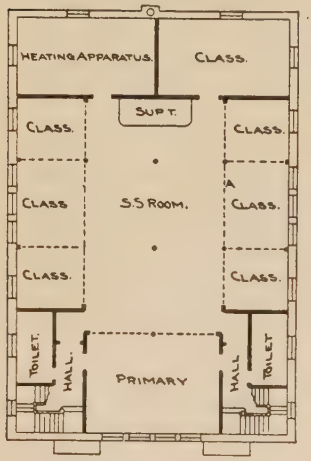
CHAPTER XII

REMODELING OLD CHURCH BUILDINGS

It frequently occurs in the history of a growing church that the Sunday school crowds its quarters. In some cases, especially in country and village churches, the building is little more than one large bare room. The building may be substantial in construction or the congregation may be unable to rebuild to satisfy the modern demands. What can be done? Obviously each problem of this type is individual, not permitting of a general answer. However, certain suggestions can be made which will help in making over the old structure into something more modern. The study of the best plans, such as have appeared in this book, will indicate the type of building which is desirable. The competent church architect will be able to accomplish much more than perhaps seems possible. Does the old church have a high and dry basement? This may provide a quiet room for the Beginners and Primary departments by means of plastered partition walls, while six to a dozen classes may have good rooms by means of the temporary curtains on wires or brass rods, or the more permanent rolling partition (see Fig. 42). Where sufficient money is available for an addition it is usually advisable to use the funds for the Sunday-school quarters, for the modern demands are relatively so complicated that it would be better to build a new Sunday-school building than to attempt to alter an old church building into Sunday-school quarters. There is often a lack of light in the old church building which will require window alterations. Usually more can be accomplished by building the Sunday-school portion new. When this is the case, ideas and suggestions will come from the late plans offered herewith. For instance, note how effectively a modern building can be realized by adopting the Cedar Rapids plan, using the old auditorium for worship and adding classroom facilities.

The same principle can be adopted in a modified form in the smallest church. The writer recently saw in California a church alteration costing about a thousand dollars which had transformed

the Sunday school from a one-room organization to a three-department school with three additional classrooms. This was accomplished by the simple expedient of an addition at the rear of the church, which provided separate rooms for the Primary and Junior departments, and the classrooms mentioned. The membership of the school was about a hundred, and graded work was being used in part. In a large city school, where the problem of classrooms had become acute, a neighboring flat building was rented; unexpectedly efficient quarters for about twenty-five separate classrooms were thus added. A covered sidewalk to the church made the building a constituent part of the Sunday-school plant.



G. W. Kramer, Architect, New York

FIG. 42

It need never be considered impossible to improve greatly an old building. Even in the case of the single-room country church with no basement, it is possible by means of curtains to add greatly to the efficiency of the school; while one rolling partition will give a Primary Department which will enable the teachers to do infinitely better work. The cost of curtaining off a half-dozen classes and putting a rolling partition or folding doors across a small building for the Primary Department need not exceed $100. This method will leave the building intact for other purposes. A way can be found when the need is realized.

Two proposed alterations of a more ambitious character may be described in which efficient use was made of the present buildings and at the same time modern equipment was provided for the Sunday school. In each case a large saving over new construction was effected. In the first plan the old building consisted of an auditorium with a Sunday-school room in the rear. The old Sunday-school room was used largely for the Junior Department, and a portion of it for Senior classes. The new construction was

two stories—first floor and basement. On the first floor were provided parlors, dining-room, and kitchen, which were also used as classrooms. The Primary and Kindergarten departments were provided with adequate rooms, while the Intermediate Department had excellent quarters with six good classrooms. On the basement floor was planned a 40×40 foot gymnasium, swimming pool and lockers, bowling alleys and clubroom. What a transformation from a two-room, old-style church!

In the second plan a substantial one-room church with a basement Sunday-school room was transformed by the erection of a two-story and basement addition. The basement plan provided for a dining-room and entertainment room, check- and locker-rooms, and a 30×50-foot gymnasium in the new part. The first floor provided for Kindergarten and Primary departments and parlor, all three capable of being thrown together for social purposes. The Junior Department had an excellent assembly- and four classrooms. The second floor provided nine classrooms and clubrooms. A delighted people will move into their *new* church, for such it will be with these admirable additions to its equipment. Consultation with a competent church architect will often reveal possibilities of improvement not realized by the layman.

CHAPTER XIII

SUGGESTIONS FOR THE BUILDING COMMITTEE

To the building committee of a church is assigned a most difficult and responsible task. The average church does not construct more than one building in a generation. It is of the utmost importance that mistakes should be avoided and that the new building should be responsive to future needs.

The building committee should enter upon its task first as a *commission* to study the needs, present and future, of the church. This task calls for broadmindedness. The church of the future will be called upon to serve in other ways than the church of the past. The committee should certainly include in its membership some of the younger generation. The question of the amount of the contribution should not be the basis for choice of building-committee members.

The Sunday school is destined to be of increasing importance in the work of the church. The activity of the church in religious education has resulted in the past in three-fourths of the increase in church membership. There is no reason to believe that the coming generation will show a smaller proportion for this division of the church's work. But in addition to this appeal to the desire for self-perpetuation is the challenge to meet more adequately the community needs for religious and moral education. Our churches through their schools must do more of this necessary work and must do it better in the future. The all-pervasive principle of efficiency demands this larger result. The wise building committee, whether the church is large or small, will give special thought to generous and adequate provision for the Sunday school.

Community service is a new note in our church life, which will receive large attention in the coming generation. An earlier chapter (chap. vii) has enlarged upon this theme. The building committee will consider with the utmost seriousness what facilities shall be provided for this field of church activity. Community service keeps the church plant busy more hours every week and relates

the church more vitally to the physical, social, educational, and recreational needs of the community.

One of the first and most important steps for the committee to consider is the choice of the architect. The wisdom of the committee in this matter will determine largely the success or failure of the building to be constructed. Shall he be a local man? Shall he be selected by competition? Or shall he be a church specialist, widely informed, exceptionally competent to help in the problem of the committee? The obvious answer is, The architect should be a church specialist, a man with *wide* experience in building churches, alert to the modern needs. He should not be selected by competition; such a method is unsatisfactory and the best men, except in unusual cases, refuse to enter competitions. The church specialist *may* be a local architect, but there are not many competent men of this type and they are not to be found in every community.

The architect having been selected, he should be treated with the same confidence which the medical specialist or expert lawyer receives. The committee should tell him what it considers its present and future needs, but should be open to his suggestions. He is in close touch with the best that is being done in the country. The committee may well feel free to express to him any preferences in ideals and plans which have come to it in its study.

It is refreshing to learn occasionally of a church building committee that seeks honestly and sympathetically to learn the real needs of the Sunday school, and which recognizes that the future church will be recruited largely from that organization. Building a modern Sunday-school and church building is one of the most complicated tasks the architect is called upon to undertake, for the transition situation in the Sunday-school world makes difficult the satisfaction of every need present and future. Many a building constructed within the last four or five years fails to show a suggestion of attempted response to the needs of the modern graded Sunday school. And in many cases the failure lies at the feet of the church building committee which did not include in its membership representatives of the Sunday school. Despite the radical demands of the new Sunday-school building, every department of

church activity can have facilities for its work as good as, or better than, in the older type of building.

Perhaps one of the chief matters of adjustment will be the favorite plan of using the Sunday-school quarters for an extension of the normal audience room. This plan will not be popular in the future. Careful study of many cases has shown that the added seating capacity is rarely used, hence there is no valid reason in those cases that Sunday-school facilities should be sacrificed to the desire for an enlarged auditorium two or three times a year. It is questionable whether a thoroughly effective modern Sunday-school building can be constructed, at the same time making the space available for added seating capacity for the church auditorium.

A new church costing $100,000 recently examined by the author is not less than 40 per cent inefficient for Sunday-school purposes because the minister insisted on using the Sunday-school room to make an additional capacity of four hundred for his audience room. Another church, costing over $150,000, advertised as the most modern church in its section, has extended the steep church auditorium gallery about the Sunday-school room and used pews of the same style in the Sunday school as in the church proper. And the Sunday school burdened itself through a period of years to pay thousands of dollars toward this building! Whenever a church gains the vision of efficiency in religious education and provision for the leisure hours of its youth, there will be no difficulty in constructing a Sunday-school building which will respond to the new ideal.

MEETING THE NEEDS OF OTHER CHURCH ORGANIZATIONS

An examination of the plans and descriptions preceding will show that while the Sunday school often has been apparently the primary thought, yet other church needs have been amply cared for. What better use can be made of the church parlor, for example, than to make of it a cheerful Primary and Beginners' room for the children? The gymnasium and entertainment room will be found available for the occasional dinners of other church organizations. The secondary auditorium or one of the departmental rooms will serve admirably as a chapel. Classrooms respond to the needs of

committee meetings. Every club will have ample quarters in the classrooms. The possible clash between Sunday school and morning worship, when the same auditorium is used, can be avoided by Sunday-school worship being held at the beginning of the Sunday-school hour with dismissal from the classes and no return to the church auditorium. Dismissal of the Sunday-school groups directly from their classes without closing exercises is a proved success and gives to the individual teacher the opportunity for the last impression. Five to seven minutes of lost time for reassembly is also saved to the lesson.

GENERAL SUGGESTIONS

The basement of the church building is not the ideal place for the Sunday school. If its use can possibly be avoided, efforts should be made to do so. A ground floor with full-size windows is very desirable. This will enable little children to enter their departments with few or no steps. If a basement must be utilized, let the men's classrooms be put there. What true father would consign his children to the basement while he and the mother chose the sunny, cheerful rooms for themselves! Absurd as it may seem, one of the otherwise good plans for a new building, which has recently been constructed, shows precisely that situation—down the dark stairs for the little children, and a very large east and south room on the ground floor for the "men's class."!

It is better to use leaded, clear glass in Sunday-school classrooms than deep-colored glass. Keep the rooms bright and cheerful. The competent architect will provide good ventilation and light for every room in which people are asked to remain for any length of time. There are technical standards in these respects which should be observed.

Care should be taken that halls are ample and well lighted, that stairs should have an easy tread, and should in no case be of a winding character with narrower footboards at one side than the other. Handrails are desirable, in some cases with a second rail for small children. An adequate sanitary drinking-water supply should be provided. Convenient cloakrooms adjacent to each department are desirable in which umbrella drips should be installed.

All departments and classrooms should be reached from halls and not through other rooms. Main entrances to rooms where worship is planned should be from the rear.

Provision against panic from fire should be made. At least two staircases built of fireproof material should be available from upper floors. It is not too much to require either fireproof stairs or fire escapes on all Sunday-school buildings of three stories or over.

Toilets should be conveniently located on main halls, not in dark basement corners. Those for the two sexes should not be located adjacent to each other or on the same hall.

Is it too much to ask that frescoings should be restful in character? The good colors do not cost more than those which are objectionable. Red and blue will, of course, be avoided. Soft tones of brown and green are most desirable. It is better to trust the architect and decorator in this matter than to take a vote of the committee.

Recent Publications

OF

The University of Chicago Press

The Weather and Climate of Chicago. (*Bulletin No. 4, Geographic Society of Chicago.*) *By Henry J. Cox, Professor of Meteorology, United States Weather Bureau, and John H. Armington, Local Forecaster, United States Weather Bureau.*

396 pages, 8vo, cloth; $3.00, postage extra (weight 3 lbs. 1 oz.)

This book, of general interest because of its character and authority, will naturally be of peculiar interest to residents of Chicago and the Middle West. Its importance is indicated by the fact that it is issued under the auspices of the Geographic Society of Chicago, and has been prepared by two of the best known weather experts in the country. It includes discussions of a great variety of subjects, such as temperature, precipitation, atmospheric moisture, cloudiness and sunshine, wind direction and velocity, barometric pressure, and storm tracks; and among the interesting appendixes to the book are one on the weather of holidays and another containing journal entries relative to the great Chicago Fire of 1871.

The volume contains also a remarkable series of tables with reference to temperature, precipitation, atmospheric moisture, and atmospheric pressure—one hundred and forty-seven in all, with more than one hundred figures and plates.

Of especial interest and importance to teachers in connection with *The Weather and Climate of Chicago* is the preceding Bulletin of the Geographic Society edited by Professor Cox, and by Professor J. Paul Goode of the University of Chicago. It was prepared by a committee of the Geographic Society of Chicago and is entitled *Lantern Slide Illustrations for the Teaching of Meteorology.* It will be found an admirable aid in interesting students in the phenomena of weather and climate.

The Evolution of Early Christianity. By Shirley Jackson Case, Associate Professor of New Testament Literature in the University of Chicago.

390 pages, 12mo, cloth; $2.25, postage extra (weight 1 lb. 11 oz.)

The beginnings of the Christian movement are here studied from a wholly new point of view. By examining the actual

religious situation in which the Christians of the first century lived, the author is able to shed fresh light on many parts of the New Testament. Some of the subjects discussed are Christianity's developmental nature, the importance of environment for Christian origins, the early believers' Jewish connections and the causes of their break with Judaism, their contact with various gentile religions such as emperor worship, Stoicism and oriental mystery cults, and the ultimate triumph of Christianity.

Problems of Boyhood. A Course in Ethics for Boys of High-School Age. By Franklin W. Johnson.

152 pages, 12mo, cloth; $1.00, postage extra (weight 1 lb. 1 oz.)

This book, prepared by the laboratory method, is the result of the experience of a teacher of boys in the high school, a leader of high-school boys in the Sunday school, and of work with boys of a similar age in Young Men's Christian Association groups. The author is the principal of the University of Chicago High School. Such topics as Keeping Clean, Habits, Gambling, Betting, Clean Speech, Right Thinking, Sex, Loyalty, Self-Control, and other themes of equal importance are discussed informally and in such a way as to arouse the keenest interest on the part of boys. This long-needed book will be useful, not only in the Sunday school, but in day-school and Association classes. It is the first book in the field to start with a recognition of the boy's point of view.

Unpopular Government in the United States. By Albert M. Kales, Professor of Law in Northwestern University.

270 pages, 12mo, cloth; $1.50, postage extra (weight 1 lb. 8 oz.)

An epecially timely book, presenting with great clearness and cogency some of the political needs of the country, particularly the necessity of the short ballot. The author discusses various expedients for restoring the American ideal of democracy. The book has already attracted wide attention and discussion.

FORTHCOMING BOOKS

The following books are already in press or in preparation:

Water Reptiles of the Past and Present. By SAMUEL WENDELL WILLISTON.

The Lincoln and Douglas Debates. By HORACE WHITE. (Publications of the Chicago Historical Society.)

The Origin and Teachings of the New Testament Books. By ERNEST D. BURTON and FRED MERRIFIELD.

William James and Henri Bergson. By HORACE M. KALLEN.

Papers of the Bibliographical Society of America. Vol. VIII. Edited by A. C. VON NOÉ.

A Historical Examination of Some Non-Markan Elements in Luke. By ERNEST WILLIAM PARSONS. (Vol. II, Part 6, Second Series, Historical and Linguistic Studies.)

THE UNIVERSITY OF CHICAGO SCIENCE SERIES

The Evolution of Sex in Plants. By JOHN MERLE COULTER, Head of the Department of Botany in the University of Chicago.

The Origin of the Earth. By THOMAS C. CHAMBERLIN, Head of the Department of Geology in the University of Chicago.

The Isolation and Measurement of the Electron. By ROBERT A. MILLIKAN, Professor of Physics in the University of Chicago.

The Theory of Collineation Groups. By HANS F. BLICHFELDT, Professor of Mathematics in Leland Stanford Junior University.

PUBLICATIONS IN RELIGIOUS EDUCATION

The Sunday-School Building and Its Equipment. By HERBERT F. EVANS.

A Graded Social Service for the Sunday School. By WILLIAM N. HUTCHINS.

PUBLICATIONS OF THE CAMBRIDGE UNIVERSITY PRESS

As the American agent the University of Chicago Press has just received the following new publications from the Cambridge University Press of England:

Royal Society of London: Catalogue of Scientific Papers, 1800–1900.

I. Catalogue of Authors (1800–1883). Twelve volumes. Cloth or half morocco. Prices on request.

II. Catalogue of Authors (1884–1900). Volume XIII. *A* and *B*.

III. Subject Index. Three volumes. Buckram or half pigskin. Prices on request.

Tables for Statisticians and Biometricians. Edited by KARL PEARSON. 228 pages, quarto, bound in boards; $2.50, postpaid.

North Manchurian Plague Prevention Service. Reports (1911–1913). Edited by WU LIEN-TEH (G. L. TUCK). 294 pages, royal 8vo, paper; $2.75, postpaid.

NEW SCIENTIFIC JOURNALS

FROM THE CAMBRIDGE UNIVERSITY PRESS

The Journal of Ecology. Edited for the British Ecological Society by FRANK CAVERS.

An international quarterly journal which aims to give a comprehensive review of progress in the entire field of ecology—including in its scope not only the relationships of plants to their environment, but also the interrelationships between plants and animals.

Subscription price, $3.75 a volume; single copies, $1.25

Annals of Applied Biology. Edited for the Association of Economic Biologists by PROFESSOR H. MAXWELL LEFROY.

A quarterly journal devoted to the interests of scientific agriculture. It is of special importance to advanced workers in entomology, plant disease, diseases of animals, and forestry, and of great practical value to agricultural colleges, experiment stations, and departments of public health.

Subscription price, $6.00; single copies, $2.00

The Annals of the Bolus Herbarium. Edited by H. H. W. PEARSON, Harry Bolus Professor of Botany in the South African College, Capetown, and Hon. Director, National Botanic Gardens, Kirstenbosch.

The *Annals* is the only South African journal devoted entirely to botanical work. It will give the results of investigations in connection with the Bolus Herbarium and the new National Botanic Gardens at Kirstenbosch, and its scope includes the flora of South Africa. The journal will also give especial attention to material designed to aid the teaching of botany in the schools.

Subscription price, $3.75 a volume; single parts, $1.25

FOR GEORG THIEME, LEIPZIG

Internationale Monatsschrift für Anatomie und Physiologie.

The University of Chicago Press has assumed the American agency for this journal, of which PROFESSOR ROBERT R. BENSLEY, of the Department of Anatomy in the University of Chicago, has been made the American editor. It thus enlarges its already extensive facilities for obtaining the results of original research in the fields of anatomy and physiology. One of the leading scientific journals of the world, it is particularly noted for its remarkable illustrations in color.

Full information as to subscription price and dates of issue will be furnished on application

---

Housing and Equipment

for

The Church School

International Council of Religious Education
Research Service Bulletin No. 8

Distributed by
DENOMINATIONS COOPERATING IN
THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION

Housing and Equipment for The Church School

International Council of Religious Education
Research Service Bulletin No. 8

Prepared by the Bureau of Research and Service, in cooperation with the Committee on Church School Administration of the Educational Commission, and the Bureaus of Architecture of the cooperating denominations.

Distributed by
DENOMINATIONS COOPERATING IN
THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION

Copyright, 1931, by
THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION

Price fifty cents per copy

Printed in the United States of America

Table of Contents

page

FOREWORD 4

I. BUILDING FOR A PROGRAM 5
1. Preliminary Study 5
2. The Services of the Expert 5
3. Important Considerations 7
4. The Ideal and the Real 8

II. SIGNIFICANT TRENDS IN THE EDUCATIONAL WORK OF THE CHURCH 10
1. The Church as a School 10
2. An Emphasis on Pupil Activity 10
3. A Program of Varied Activities 11
4. The Expanding Program 11
5. Activities to Be Carried Out 12
6. Provision for Group Work 16
7. The Program in Relation to Building and Equipment 18

III. BUILDING FOR RELIGIOUS EDUCATION 20
1. The Urgent Need for More Adequate Buildings 20
2. The Church Building Should Have Unity 21
3. The First Steps 21
4. Architectural Service 22
5. Providing Separate Rooms 23
6. Department Rooms and Classrooms 24
7. Location of Rooms 25
8. Space Allotment per Pupil 25
9. The Children's Chapel 26
10. Rooms for Recreation and Fellowship 27
11. Auxiliary Rooms 28
12. Interior Decorations 29
13. Floor Coverings 31
14. Check Lists 31
15. Applying the Standards 33
16. Remodeling Present Buildings 42
17. Architectural Service 43

IV. EQUIPMENT FOR THE CHURCH SCHOOL 44
1. Pictures 44
2. Furniture, General Considerations 45
3. Seating Equipment 46
4. Tables 50
5. The Use of Tables and Chairs 50
6. Character in Furniture 53
7. Arrangement of Seating with Reference to Light 54
8. Other Equipment for Classrooms 55
9. Classified List of Furniture 56
10. Arrangement of Furniture 61

APPENDIX I. A SELECTED LIST OF BOOKS AND PAMPHLETS ON CHURCH AND CHURCH SCHOOL BUILDING 63

APPENDIX II. DENOMINATIONAL BUREAUS OR COMMITTEES OF ARCHITECTURE 64

Foreword

THIS bulletin has been prepared under the guidance of the Educational Commission of the International Council, representing the cooperative efforts in religious education of forty-three denominations. It is published under the auspices of the Publishing Committee of the International Council and will be distributed through denominational agencies.

It is intended to help church building committees think through the important question of making proper provision for the church school. It does not presume to be the final authority on this subject, but gives a fund of valuable information and represents the practical experience and judgment of leading authorities in this field. In its preparation many persons and groups have shared, including the Committee on Church School Administration of the Educational Commission, the bureaus of architecture of the cooperating denominations, specialists in children's, young people's, and adult work of the denominations, and a number of professional experts.

Dr. Elbert M. Conover and Mr. George E. Merrill, at the request of the bureaus of architecture, took responsibility for preparing Section III, which also contains some quotations from *Building Your Parish House* by the Department of Religious Education of the National Council, Protestant Episcopal Church. Dr. H. E. Bennett of Chicago, author of *School Posture and Seating*, prepared Section IV. We are also indebted to many others who have contributed valuable suggestions in its preparation.

Bureau of Research and Service
International Council of Religious Education.

I. Building for a Program

WHEN a church gets ready to plan a new building, the first question which must be answered is, "What do we propose to do in it?" Mere size, impressiveness, cost, or number of separate rooms will not be a satisfactory measure of success for a building venture. The most searching test is, "Do the building and equipment serve as a means through which good work may be done?" Beauty and permanence are essential, but their value is increased by the fact that they are provided in a building which first of all is adequate to its purpose and can be efficiently used. Like a pair of well-fitting shoes, the building serves its purpose best when that purpose can go forward with the utmost freedom from the pinch of restraint and inadequacy.

1. Preliminary Study

This suggests that the first step in building is that of making a careful study of the church's objective, policies, and program on the one hand, and on the other hand, of the church constituency and its possible growth in membership over the period of years during which the proposed building will be in service. Such a study should be made under expert guidance. A little money spent at this point will save much grief, expensive alterations, and permanent inadequacies. On the basis of the facts gathered in such a study the program for the future may be planned, and this program must be the basic consideration in drawing up plans for a new building.

Such a study will be the surest way to a great expansion and improvement of the program of the church school when the new building is completed. It will make impossible such testimonies to ineffective planning as the following statement taken from a description of a new building: "Regular departmental work, though one of our aims, is at present out of the question since upon completion of the building it was discovered that we had real need of at least three more classrooms than the plans provided." If such a study takes an entire year, it will be time well spent.

2. The Services of the Expert

The planning and erection of buildings for Christian education demand the services of a number of experts. Most members of church building committees serve in such capacity but once in a lifetime. For them to presume to deal as experts with the technical problems of church building is fraught with the possibility of making costly mistakes. Most local architects have at most but a few experiences in church planning. To entrust them with this delicate task would be as foolish as to ask a general practitioner to perform a delicate and dangerous operation. An architect may know architectural science, but in most cases he will not know the demands of

the best practice in Christian education. The result will usually be a disproportionate amount of money spent on the exterior of the building and the church auditorium, with only the leavings devoted to the needs of the church school.

First, there is need for the *expert in Christian education.* He will help make the preliminary surveys, plan the program, and indicate the building and equipment needed. Few churches are fortunate enough to have in their own membership or on their staff, persons who are competent to render this service. The denominational board of Christian education or some other recognized expert in Christian education should in all cases be consulted when a building project is undertaken. Securing expert advice at this point is just as logical as securing the advice of an expert lawyer in legal matters or the advice of an expert physician in matters of health.

Second, there is need for the type of service rendered by a *consulting architect.* The consulting architect must be both religious educator and architect. He is the representative of the church, understanding fully what the church needs, on the one hand, and knowing how to interpret this need in architectural terms, on the other. A number of persons have equipped themselves to render expert service in this field. The consulting architect may be sufficiently expert in religious education to render the first type of service mentioned above. Again, the religious educator may be sufficiently expert in the field of architecture to enable him to deal directly with the architect; or, the architect may be so trained in religious education that he can satisfactorily interpret the church building committee without the need of a consultant. The thing to bear in mind is that these three services must be provided and expert guidance secured at each point.

Third, there is need for the expert service of the *architect.* A great deal depends upon choosing the right person for this important job. Whoever is chosen should have demonstrated that he is competent in the field of building for religious education, and that he understands the problems of church architecture. An investment made in a first-class architect is not an extravagance but one of the surest ways of getting the biggest value for the money available. The denominational board of religious education or some service bureau like that maintained by the *Christian Herald* should be consulted for recommendations.

A number of the denominations have organized bureaus or committees of architecture which are prepared to render the above services more or less completely. In some cases these bureaus represent the board of religious education, while in others this relationship is not so apparent. In any case it is well for a church to ascertain the services which its denominational bureau of architecture is prepared to render before engaging other service. If its particular denomination does not maintain a bureau, the bureau of some other denomination will be glad to serve them. It should write to its denominational board of religious education for advice. A list of bureaus of architecture appears on page 64.

3. Important Considerations

It is not the purpose of this bulletin to be a complete manual of church architecture. It is intended rather to serve as an introductory study to enable churches to think through some of the problems involved in erecting and equipping a new building. More extensive studies are referred to on page 63.

Certain questions should be borne in mind in evaluating plans for a new plant for Christian education:

a. *Adequacy.* Considering the activities to be carried out, and the numbers to be served, will this plant present the best possible facilities for carrying out the work of the church school? Will it take full account of the range and type of activities to be carried out? Will it provide for normal growth over a period of years?

b. *Efficiency.* Are room arrangements such as to assure the maximum result from the time available? Is the furniture to be installed such as to provide for the most effective carrying out of the purpose of the school? Will it allow for "multiple use" of space, that is, can the same space be used for different types of work and by different groups at different times? Will it make possible and easy the "rotation" of groups during a given session?

c. *Attractiveness.* Will the building, both exterior and interior, be such as to make it a pleasant place for both pupils and teachers? Is the architecture good? Is the equipment beautiful as well as comfortable and practical? Will it reflect the atmosphere of a church school?

d. *Permanence.* Will the expenditure be made wisely when viewed from the standpoint of service over a period of years? Will the building and equipment quickly show scars of usage, or will they grow no less attractive with increasing age?

Christian education has come through a period of rapid rise and development. It is not surprising therefore that it has seen a peculiarly rapid succession of changes in ideals and standards. This should be a matter for rejoicing, for it is only through changes that progress may be made.

But this changing of standards and procedures makes a particularly hard problem for the church which is planning a new building. How can it build for permanence a building which after fifty years should still be in its prime of usefulness, when during that time the conception of what is adequate may change a half-dozen times? Three answers may be made toward a solution of this problem: (1) Let it be sure that a careful study is made to determine what is the most approved standard when the building is erected. (2) Let it beware of following extremes which may be but temporary fads (for example, the extremely small classroom). (3) Let it build along lines which will make changes possible at points where standards have not yet clearly emerged (for example, small classrooms may be so built that they can later be converted into larger rooms, and vice versa).

4. The Ideal and the Real

It is difficult to write a bulletin like this because churches differ so much in their needs and in their ability to pay for what they need. There are small churches and large churches, and churches of all sizes in between. There are poor churches and rich churches, and churches which are neither rich nor poor. If it is written in terms of ideal building and equipment, there are many who will lay it down with discouragement and say, "We can't afford that here!" If it is written in terms of the needs of any particular size of church, or in terms of any particular cost figures, there will be a great majority of churches to which it will not apply.

The plan which will be followed will be to set forth just as clearly as possible what is the best practice in present-day Christian education. This will be followed by a discussion of what this kind of Christian teaching requires in terms of building and equipment. This will be done without reference to size of school or cost of building, except as it must be recognized that *any* serviceable building and equipment will require a considerable expenditure.

Wherever possible, an interpretation will be made of the way in which the ideal suggested will apply to the smaller school. In the final analysis, however, the application of the ideal to a particular church cannot be determined except by a study of its own needs and program. This is a part of the study referred to in the preceding section. When the proposed program has been worked out on paper and the amount of money available is known, the religious educator and the architect will be in a position to give the church the best value for its money on the basis of the tests listed above.

No church, no matter how small or how poor, should be satisfied with less than the best it can provide by way of building and equipment. The question of real importance is whether the children, young people, and adults are receiving an adequate religious education. Merely hiding behind local conditions will not solve the problem. If there is not enough money available to make possible the necessary building and equipment to house the entire church school at one time, the church may need to make an adjustment at some other point, even though that may not be convenient.

One way of doing this is to have the pupils come in two or more shifts, thus using the same equipment two or more times. On this plan some churches have two complete Sunday schools. Some have several departments meeting at the usual Sunday school hour, and other departments at the church hour. Some have certain groups meeting in the afternoon. To be sure, this is not as convenient as having the whole school meet at the same hour, but it may be a good substitute for spending the money necessary to provide a complete building which will house the entire school at one time. It is better to build and equip a smaller number of rooms properly and let the pupils rotate in using them, than to plan for caring for the entire school at one time with insufficient space and cheap and inadequate equipment. A complete modern church school plant, used to capacity but one hour per week, represents the largest overhead ex-

pense per unit of teaching time which the educational world knows. Some churches, even of those not classed as poor churches, are looking with hope toward any plan through which they may be enabled to meet educational standards without such prohibitive expenditures as the immediate past has required.

Those who may be disturbed by the suggestion that part of the church school should meet at the regular church hour will be reassured to learn that many churches are already operating on this plan. In a number of churches the plan has been followed of organizing two primary and two junior departments, for example, one meeting at the usual Sunday school period and the other meeting at the church hour. Parents are given their choice of enrolling their children at either time. The interesting experience in most such cases has been that the department meeting at the church hour continues to grow while the department meeting at the earlier hour decreases in size. This shows that having the church school in session at the usual church hour is entirely feasible.

Some churches have sought to multiply the usefulness of their equipment by having departments or classes shift in the course of the Sunday school period. Thus one department will use certain rooms the first part of the period while another department is using an assembly room. In the middle of the period these two departments shift places, the first going to the assembly room and the second to the classrooms. To make this possible all rooms must open on corridors so that it is unnecessary to pass through other classrooms or department rooms in reaching them. The plan is not recommended, however, from an educational standpoint, unless the Sunday school period is quite long. To carry out the plan effectively requires adherence to such a rigid schedule as to interfere greatly with the development of spontaneous activities in the several groups concerned.

In many communities it is over-churching which is making church schools small and churches poor. The best way toward meeting educational ideals may often be through the pooling of the resources of two or more churches. This will give the enthusiasm of numbers, greater resources in leadership, and more adequate financial support. Though a single church could not build adequately for its constituency, the combined resources will make possible an adequate building for all. Church building committees and Home Mission Boards may well survey the *community possibilities* before yielding to despair on the church building situation. Surely in this day of Christian fellowship we have developed to the point where some churches will no longer let the luxury of denominational differences stand in the way of adequate Christian education, not only for their own people, but for the entire community.

II. Significant Trends in the Educational Work of the Church

IN the foregoing discussion the position has been taken that the program to be carried on must be the first consideration in planning a building. In this section present-day practices and trends in the church school will be interpreted. It is in the light of such practices and trends that the program for the local church must be shaped.

1. The Church as a School

There is a growing emphasis on the unity of the church program. In the broadest interpretation of its work the church is a school in Christian living. Every contribution which the church has to make to the experience of its members both old and young should minister to the development of an integrated Christian personality.

The new emphasis on the development of an integrated personality has led to the view that such activities as worship, instruction, expression, etc., are but parts of a process which should be unified in the pupil's experience. Thus an enterprise in Christian service should draw into itself study and worship, as well as expression of the Christian motive. The room in which a group meets must be adapted to carrying out worship, study, discussion and many other activities.

Christian education may not be regarded, therefore, as something which is added to an already complete and well rounded program of the church. It must form an integral part of the church's total work if that work is to be effective.

2. An Emphasis on Pupil Activity

This is a change from the type of teaching in which the teacher is a transmitter of subject-matter, to one in which the pupil shares actively. In the older type of church school the pupil was a passive receiver while the teacher was an active transmitter of content to be learned. Pupils were to be seen and not heard, except as they might be called upon to answer questions. Classrooms and department rooms were arranged so that all pupils would face toward the teacher or leader. There was no need of providing more space than just enough for the pupil to have a chair in which he could sit comfortably. In case it should be desired to have the pupil reproduce what he had learned in the form of writing or "handwork" he did of course also need a table at which to work.

Today there is an increasing emphasis on pupil activity. This means not merely bodily activity, but reading, studying, problem-solving, discussion, worshiping, enjoying the beautiful in music and art, as well as engaging in enterprises in Christian living and Christian service. More and more teachers of religion are beginning to feel that unless the pupil himself is actively engaged in the process, there will be very little learning taking place. The teacher is still a prominent person in the group, but his task is not so much that of transmitting truth to a passive pupil as that of guiding the pupil in his own activity as he goes in quest of Christian living. Needless to say this new approach to religious education requires a new type of building and equipment.

3. A Program of Varied Activities

With the coming of this emphasis on pupil activity there has also come a decided emphasis on individual differences, both with respect to teachers and with respect to classes and groups. If the experience of a group is to be the guide in the selection of the work to be done by the school, it stands to reason that what is to be done with any particular group will depend upon that group. If there are many and varied activities through which the objectives may be realized, some leaders may well emphasize some activities while other leaders emphasize others. For example, one leader may make large use of dramatic activity, while another may find it more profitable to have his pupils major in library research and study. A group may

Play, an activity of important character building value

for a period of time be very active with service projects and at another time give primary attention to the study of some subject such as life-work. All of this makes clear that it is no longer possible to set down one stereotyped form of building and equipment which will meet the needs of all schools and of all groups within schools. Rather must there be provision for a wholesome variety to take account of individual and group differences.

4. The Expanding Program

Religious education is today carried out under many types of activities. In some cases it is practically limited to what has been known as the Sunday school. Here the Sunday morning session of the church school must occupy the center of attention in making proper provision for building and equipment.

In some churches this Sunday morning session has been "expanded" to occupy two to three hours. This applies particularly to the departments of younger children, up to and including junior. Sometimes the intermediate department is also included in the ex-

panded session. Needless to say this requires a better type of equipment than that which has satisfied many Sunday schools. In an increasing number of schools other activities are finding a place. For example, there will be a vacation church school during the summer months. Again, there will be clubs, societies, and other groups which will be using the church school building during the week. Again in some cases the building will be used for weekday sessions of the church school, or for weekday schools operated in connection with the public school.

The traditional type of Sunday school building and equipment has not lent itself particularly well to the other activities here enumerated. Usually such through-the-week activities are organized on the basis of larger classes than the Sunday school. Also, leaders in various forms of church centered activities are demanding a better type of equipment than most Sunday schools have seen fit to provide.

5. Activities to Be Carried Out

It will help us to see more clearly the needs for building and equipment which must be met in the present-day church school if we will take a glance at some of the activities which form a part of the program of religious education. A typical list would include at least the following:

a. *Worship.* Every church school provides some type of worship experience. The usual equipment for worship is that of a departmental assembly room for each department. All pupils of a department are expected to come to this assembly room either before or after the class session for a period of worship.

The emphasis on the unification of the church school experience in the life of the pupil, which was discussed in the preceding section, has led to some experimentation with a unified program in which a class under a single leader has all the activities which the school provides—worship, service, instruction, etc. Thus worship is related to all the experience of the pupil. Some have felt that unless the study, service, or other activity of the class is carried out under this sense of relationship with God and communion with him, it has little value. "Informal worship" this has been called. Conversely, worship will have greater meaning and value if it grows out of the actual experience of the pupil which forms the basis of his classwork. Where this plan is adopted there is no need for a departmental assembly room, but greater care must be given to providing a suitable classroom. Usually under this plan the classes are larger. In the small school it may involve handling an entire department of ten to twenty-five pupils as a single group for all their activities.

There is a growing feeling that the average department assembly room does not provide enough of a "churchly" atmosphere for the highest type of group worship in the more formal sense. This has led to a demand for a children's chapel as a regular part of the church building. Different departments may use such a chapel on different Sundays, or at different hours on the same Sunday, thus making one chapel serve a number of groups.

In providing equipment for the worship activities of the school due attention must be given to the problem of whether department assembly rooms are to be provided, whether there is to be a unified program of class units, or whether a children's chapel shall serve the worship needs, or any combination of these. If there is to be informal worship in the classroom, the equipment must make this possible. Whatever is provided in the building of a particular church will depend upon the type of program which that church is working out.

b. *Group thinking.* The new emphasis on the active experience of the pupil is displacing the teacher who does all the thinking for the group. It is placing a premium on the pupils' participation in solving problems, planning activities, and carrying out enterprises. A class setting for group thinking differs from a setting for a formal worship program, or for lectures, story-telling, and other activities in which the teacher is the center of the group. It will approach more nearly the plan of the board room in which the participants may face each other across the table, and where no one person in the group is so placed as to make him by his very position a dominating factor.

c. *Creative and constructive activities.* The increased emphasis on pupil activity has gradually introduced into the program of Christian education certain activities of a creative and constructive nature.

Constructive activity requires suitable equipment

Unfortunately this has sometimes taken the form of handwork which had very little relation to the general program.

Constructive work is not introduced merely for the purpose of activity but always to carry out some definite purpose or plan which is a vital and integral part of the work of the group. It may take the form of individual or group projects. Usually such activities will be carried out in the regular classroom. Some have advocated that every church school ought to provide a workshop into which different groups may go at different times, to do such things as are not feasible in a classroom which is arranged for more quiet activities.

d. *Supervised study.* Let no one suppose that an emphasis on pupil activity will minimize the need for intensive study. The almost universal failure to get pupils to do homework for the church school has turned attention to the need for supervised study within the school. The increasing length of the church school period is making it possible to devote a part of the time to this purpose. Investigation of problems under discussion will take pupils to the sources where information may be found. This creates a need for a usable church school library, for library equipment in the classroom where source materials may be kept, and for facilities which will provide the atmosphere in which studiousness will be the normal response of the pupil.

e. *Recreational activities.* A program for the development of the social and recreational life is receiving increasing recognition. Such activities are included in the program of the church school not for mere amusement or as bait to attract new members, but because of the opportunity which they present for promoting physical welfare and developing fellowship, cooperation, self-control, fair-play, and other desirable traits of character. The need at this point is not so much for a gymnasium with elaborate equipment, but for simple playrooms and play grounds with a few practical items of equipment which may be utilized by the various groups in the school as the need arises. In some cases a well equipped gymnasium should be provided, but only after the need for it has been clearly demonstrated in the light of the facilities provided in the community, and after it has been ascertained that the church can and will provide adequate leadership and supervision.

f. *Informal dramatization.* Dramatization has long been recognized as a method of good teaching. Unfortunately too often the emphasis has been preparing a program for others to witness rather than on the playing of the story for the profit and pleasure of the participants. If it is to become a regular activity of a group, the classroom for that group must be so built and equipped as to make it possible. This is one of the reasons for requiring fifteen or more square feet of floor space per pupil, and equipment which can readily be moved to clear a portion of the floor. If rooms are not of sufficient size, there should be a place provided to which classes may withdraw for dramatic expression.

g. *Pageantry and dramatics.* This phase of activity has in mind the presentation of the more formal dramas and programs as an avenue not simply for the education of the participants but for the inspiration and enjoyment of audiences which may attend such performances. This lays upon the building committee the responsibility of providing a stage and other equipment which will make such activities possible. The half-hearted way in which provision for such activities has been made in many church buildings has long been a handicap to a wholesome program of dramatic activities.

Proper staging adds much to the effectiveness of dramatic activities

h. *Lectures and story-telling.* The above discussion has laid emphasis on the place of the pupil in the program of Christian education. There are times when the development of a group may best be furthered by information which the leader may supply or by a story which the leader may tell. Equipment must therefore be of such a nature that classrooms and department rooms can readily be arranged for the type of activity in which the position of the leader is the center of interest and attention.

i. *Visual education.* Visual education is just beginning to occupy a place of importance in religious teaching. Every indication seems to be that the use of both still and moving pictures will increase, and without question the talking picture has great possibilities for moral and religious education. Two types of equipment are in use. One is the 35 mm. machine, usually in a fixed booth and in a room large enough to accommodate all or a large portion of the church school. The other is the 16 mm. portable machine which may be used with smaller groups in classrooms. Both of these will be useful, but the 16 mm. film has the greater immediate possibilities. (The practice of throwing the words of hymns on a screen in connection with

the worship service, requiring a darkened room for worship, is *not* desirable.)

This attempt to analyze the work of a church school into its several aspects may seem elaborate and confusing. It is not so intended, but is given with the purpose of showing the variety of uses to which a building must be adapted. This will make it easier to plan the right kind of room and install the most usable equipment. Even the small school with a very limited amount of money to spend will probably do better to consider the whole range of possible activities before deciding just where the money is to be put. If it is not possible to provide equipment for all these activities, let the elimination be made intelligently, and every dollar be spent where it will go the farthest.

6. Provision for Group Work

In planning a building for church school use, two factors must be given primary consideration. The first is the total number of pupils to be served, counting not simply those who are now in the membership of the school, but taking account also of possible increases which the school should enjoy during the life of the building. The second is the way in which those pupils will be organized for the various aspects of the church school program. The latter in particular presents some very vexing problems because standards of organization are rapidly changing. Several trends in types of organization are here discussed. No attempt is made to recommend one as over against others. Churches in their preliminary studies must make their own decisions concerning the type of organization they will follow.

a. *Departmental organization.* The type of organization which prevails in the better Sunday school today is that of dividing the school into as many departments as are feasible on the following basis: nursery, beginners', primary, junior, intermediate, senior, young people's, and adult. These departments in turn are divided into classes for instruction and study.

It is the usual practice for each department to have a general service of worship, for which a department room is provided. Preceding or following this service the department breaks up into its several classes. The beginners' department, however, usually meets as a single group throughout the church school period, except that the pupils may engage in individual or small group activities for a large part of the time.

b. *The class-unit type of organization.* In a few schools an entirely new type of organization has developed. It is the plan of organizing the school on the basis of class groups instead of departments, with a single leader (with perhaps one or more assistants) in charge of each such group, throughout the church school period. This is somewhat like the public school plan of organization. Such groups usually number from fifteen to twenty-five pupils. The desire for a unified program for each pupil has given impetus

to this plan. It is not the purpose of the authors of this bulletin to recommend this or any other plan, but simply to describe the several possibilities so that churches may have the facts in mind as they plan their own building and equipment.

While this plan is by no means generally accepted, the trend in this direction is of sufficient importance to engage the attention of the church which is planning a new building. If it is adopted there will be no need for both department and classrooms. Provision would have to be made, however, for a better type of equipment than is usually available in classrooms. That this plan of organization will become generally accepted is by no means certain. Perhaps the time will come when several plans of organization are considered equally good and each church will need to decide in planning its building how its own work shall be organized.

The smaller church will be particularly benefited by this new type of organization. When a whole department is no larger than a good sized class it works a particular hardship to provide for both an assembly room and several separate classrooms. By treating the entire department as a single class it is usually possible to provide a very satisfactory room for its use. This should not be interpreted as favoring groups which are unduly large or which include a wide range in ages. A department should probably not be treated as a single class group if it numbers more than twenty-five pupils.

Some leaders have recommended that when the class unit of organization is followed, with its more informal type of worship, the church should provide for a children's chapel into which larger groups of children may be brought from time to time for a more formal service of worship. This was discussed in the section on worship.

c. *Size of classes.* There is, at the present time, a great deal of discussion and experimentation centering around the problem of the ideal size for a church school class. It has been customary to recommend that classes for children and younger boys and girls be not larger than six to ten pupils. This has required a large number of separate classrooms and has usually resulted in the expedient of having a number of classes meeting in the same general assembly room. Some churches, in attempting to carry out the ideal of having a separate room for each class have, at great expense, built large numbers of small rooms. Often these rooms have been made so small that they do not provide adequate space for the kind of activity which is recommended in the present-day program of Christian education.

In recent years there has been a good deal of experimentation with larger classes and it is not unusual to find classes ranging from fifteen to twenty-five pupils. It is usually insisted that such classes must have more competent teachers than some of those engaged under the small-class plan, though it is perhaps no more difficult to teach a class of fifteen in a separate classroom than to teach a class of eight which meets in the same room with a number of other classes. Often there will be one or more assistants, not only helping

with the work, but also getting valuable experience in leadership under guidance. Separate classrooms for each class group are invariably insisted upon under the larger-class plan.

Under the larger-class plan it is customary to have mixed classes of boys and girls. In schools of 200 to 350 the public school grade may be the most logical unit of class organization. In larger schools each grade will need to be divided into two or more sections. In smaller schools two or three grades may be combined into a single class group. In the smallest schools there can be no decided turn toward larger classes because it would involve mixing pupils of too great a range in ages.

The larger-class idea prevails invariably in schools which have organized on the class-unit plan discussed above, but it is by no means limited to that type of organization. An increasing number of schools having the departmental type of organization are experimenting with the larger class.

If this experimentation should develop into a trend, it will be nothing short of revolutionary in its effect on church school building and equipment. It suggests at once that the school building with a large number of small classrooms may become a thing of the past. It suggests also that the building should provide rooms of various sizes to accommodate groups which will necessarily vary considerably in size. It is not the purpose of this bulletin to suggest an ideal size for a church school class but simply to suggest trends. It will perhaps not be out of place to sound a warning against going from the extremely small class to the extremely large class. There are many considerations to be borne in mind in determining class sizes, such as available rooms, competence of teachers, personal contacts between pupils and teachers, and closeness of grading.

Sometimes churches in erecting new buildings follow the plan of assigning certain rooms to organized classes with the understanding that these classes shall equip and decorate their own rooms. From the standpoint of providing an incentive to such classes to do their part in the building program this is splendid. From the standpoint of administration, however, it is bad policy for any class to get the idea that it has a permanent lease on a given room. The best use of a building requires that the board of religious education, the director, or the general superintendent should be entirely free to assign and re-assign the available rooms in accordance with the greatest need.

7. The Program in Relation to Building and Equipment

The foregoing discussion has attempted to take account of the trends in present-day Christian education. The building committee and the architect share the responsibility of providing the physical equipment which will make possible the best educational work. The fact that no single standard program is at present recognized will cause them to consider very seriously the needs of a given church before agreeing upon a plan. Moreover, they will take account of changing conditions and make their plans in such a way as to facili-

tate changes in the course of time when progress in religious education demonstrates that such changes are desirable.

Certain conclusions may be based on the above discussion for the guidance of churches which are planning to build:

a. *Provisions for total program.* The time has passed when the resources of a congregation may be lavished upon the worship auditorium for adults without careful thought to the needs of other aspects of the church's program. Attention must be given just as carefully and insistently to providing proper facilities for Christian education and other activities. This applies not simply to space in the building but also to location of space, general arrangement, artistic finish, and substantial usable equipment.

b. *Rooms for educational purposes.* The church building must provide a reasonable number of separate rooms for educational purposes. These rooms must provide privacy for groups, which is not made possible by an ingenious arrangement of sliding partitions in order to supply overflow space for special occasions. There must be complete segregation of group from group if the best work is to be done. (The development of the amplifier has made possible bringing a speaker's voice into any room of the church for the one or two occasions a year when more space may be needed, without the expense and inconvenience of providing for the enlargement of the main auditorium through sliding partitions.) Rooms need to be of various sizes, depending on the enrolment of the church school, the type of organization which it has, and the quality of leadership available. The very small classroom may go out of use, as may also the very large department assembly room. The various types of activities which are carried out by church school groups require a more generous allowance of floor space per pupil than has been customary in the past.

c. *The children's chapel.* The increasing emphasis on worship is creating a demand for a children's chapel. Thus provision may be made for giving the child in his own way what the adult enjoys in the general church auditorium. The idea of the graded church may center the church house of the future not about one general auditorium, but rather about several auditoriums in which graded worship activities may take place.

d. *Equipment.* The task of the architect and the building committee is not completed until proper equipment has been installed in the rooms. The custom of leaving the church school rooms barren with the hope that they will gradually be equipped as funds become available has led to an acceptance of a low standard for equipment which is very detrimental to the best educational results. Even worse than leaving the rooms barren is the quite common practice of placing the furniture from the old church into the church school rooms of the new building, where it is entirely out of place and not at all adapted to the needs. When the furnishing of the church school is made a charge on the original building budget it will be much less of a burden than if the church school is required to raise its own budget for its equipment.

III. Building for Religious Education

THE purpose of this section is to show how the modern program of Christian education may be given due consideration in the erection of new buildings or in the remodeling of old buildings. It will concern itself with such matters as probable room sizes and locations, architecture, kind and finish of woodwork, and other fundamentals which must be considered by a building committee. It is not intended to give technical guidance on the basis of which complete building plans may be formulated. This is the task of the architect. More extensive works on church architecture will be suggested in the bibliography and these should be carefully studied for the more technical information.

1. The Urgent Need for More Adequate Buildings

The notable progress recently made in the construction of public school buildings and the great improvement in their equipment, has thrown into sad contrast the rooms and facilities provided by the

An adequate building is an aid to Christian education

average church for that all important ministry—Christian education. Much has been said recently about several fine new church buildings but they are very few and very widely scattered in proportion to the total number of obsolete church buildings in all parts of the country. The number of really adequate educational buildings of any size in proportion to the need is so small as to be almost inconsiderable.

2. The Church Building Should Have Unity

There has been a tendency to provide for the church school in a separate education building or parish house, loosely connected with the church itself. There are advantages, however, in erecting a building which in its physical makeup has unity. Such a building shows at once that the program carried out in this building in its various aspects of worship, teaching, fellowship, and service is a unified program. This presents an architectural problem of unusual complexity, but it is the most important problem in the whole realm of building construction.

There are other advantages in the unified building besides that of giving the church school constituency a sense of the unity of the church program. It simplifies the problems of maintenance, management, and control of the building and increases its flexibility of use. Therefore, it is strongly recommended that the building be planned to present a unit with such a variety of rooms and facilities as will make possible carrying out the kind of program discussed in the earlier sections of this bulletin.

This is not to be interpreted as an argument against erecting a building in sections when available finances do not make possible erecting the complete building. Many churches have wisely erected an educational unit first, with a chapel in which the church services could be held, and later erected the church auditorium. Generally speaking, it is better to build one unit well, and wait ten years even for the remainder of the building, than to build a complete plant which is inadequate to the church's needs because of insufficient funds. Similarly, the erection of an educational unit when a church auditorium already exists may make impossible carrying out this ideal of architectural unity.

3. The First Steps

As has been indicated in the preceding section, the first step in planning a new building is to make a careful study of the needs of the church which the building is to serve. On the basis of such needs, preliminary suggestions for the new building may be worked out.

This study must take account of the various activities for which the building is to be used. This will include the general congregational service, the church school, young people's societies, and through-the-week meetings of various groups such as missionary organizations, clubs, societies, and recreational groups.

With respect to each of these phases of the program, the question must be raised concerning the number of persons to be accommodated. This is often a very difficult question to answer in terms of the period of years for which the building is to serve. It will usually pay to engage an experienced surveyor to study the community and gather accurate data on which a prediction of possible growth may be based. The work of public utility organizations, such as telephone and gas distributing companies, will be of help in surveying the probable growth of a community. Having deter-

mined the total number of persons for which each phase of the program must provide, it is necessary to determine next how the groups are to be organized. The Sunday school will usually be the largest group which must be accommodated. It is necessary for the building committee to know how the Sunday school is to be organized before it can determine the kind and sizes of rooms to be provided. Since it is so difficult to predict just what types of organization will prevail throughout the life of a building, the suggestion is made elsewhere that wherever possible, partitions be installed in such a way as to facilitate changing the size of rooms through simple remodelling operations when that becomes necessary.

In considering the kinds and numbers of rooms to be provided, a study must be made of the possibilities for multiple use. A church with a seven-day-week program cannot afford to provide a separate room as a meeting place for each group. While good educational procedure demands that each group have a place of its own in which to meet, good economy demands that each room be used as often as possible in the course of the week.

On the basis of the use to which rooms are to be put, the proper equipment for such rooms must also be determined. This has an important bearing on the multiple use of rooms. It is not possible to equip a room for the use of small children and have it used also by adults during the week, unless the seating equipment can be readily changed. Thus in planning rooms which are to be used more than once throughout the week it is desirable to have each room used by approximately the same age group in each case.

Building committees are likely to think that the best way to approach their problem is to visit other new churches. While there is a certain advantage in being able to see in concrete fashion what others have done, there is also danger in the visitation plan. What a church needs to do is not to copy what someone else has done, but to plan for meeting its own needs. Visitation will be valuable only when it is done under guidance so that the particular things which have a bearing on the problems of a given church will be seen, and the attention of the committee will not be distracted by other matters which may interfere with the main purpose of the committee.

4. Architectural Service

The importance of selecting a competent architect has been stressed in the preceding section. After the study of the church situation and program has been completed, the architect will be ready to prepare preliminary drawings on the basis of the church's needs. These will be made in the light of the possibilities of the building site selected, and the budget available. The items which should usually be considered in estimating the cost of the building are as follows:

General Contract — including plumbing, heating, and electrical wiring
Lighting Fixtures
Floor Coverings
Decoration
Stage Equipment
Auditorium Seating

Classroom Equipment
Kitchen and Serving Equipment
Pianos
Moving Picture Machine and Screen
Grading and Paths
Architect's Fees and Expenses

It is not the purpose of this bulletin to discuss in detail the general plan of the building such as the exterior finish, the style of architecture and the church auditorium. It is sufficient to say that the general plan of building must be suited to the site and location. The style of architecture can best be worked out in consultation with the architect. Style of architecture does, of course, have an effect on the cost of the building. Let it be borne in mind that any building is right in every sense if it expresses its purpose and does so with beauty. If the building to be erected represents an addition to an existing building or the remodeling of an old building, the exterior finish selected becomes of great importance. The choice of treatment must be governed primarily by the style and material of the existing building. Certain combinations look well and others do not. This problem can best be worked out with the architect.

One principle which should be emphasized is that whatever is done should be done well. It is not good economy to "cut corners," for what is thus saved will soon be used up in expensive repairs and rapid deterioration. While utility must be a primary consideration, an architect should not be expected to do the impossible with the budget provided. The essentials of soundness, permanence, and beauty should not be sacrificed in getting the maximum utility.

5. Providing Separate Rooms

Having determined, on the basis of the activities to be carried out, the requirements with respect to separate rooms, the building committee will be ready to plan a lay-out of rooms. A "room" means a room surrounded by lath and plaster or other solid construction. A department or classroom with any sort of movable partition is not a room, but simply a division of a room.

All rooms in the church school building require solid partitions. Folding or movable partitions are undesirable and more expensive to install than solid partitions. If it becomes desirable later to remodel rooms with folding partitions, it can only be done at great expense and with considerable loss of expensive hardware.

It should be needless to say that the viewpoint of the child should be recognized when planning the church school rooms, and yet we find rooms designed for little children with ceiling heights great enough for giants' halls and children helplessly thrown into basement rooms with the windows far above their heads, with bare concrete floors, and probably with an array of steam heating pipes in the upper regions of this semi-dungeon.

Casement windows or austral windows, or windows of the Donovan type should be provided so that direct ventilation can easily be secured without the teacher's having to lift the heavy weight of a double hung window. Clear glass should be used in all church

school windows, and here and there in some pane openings a spot of color or a symbol. Window sills should be low enough for pupils to look outside, without tip-toeing. A fireplace adds much to the general effectiveness and use of the room. Some groups should have the exclusive use of their rooms. This is especially true of the elementary departments with their children's furnishings and equipment. Many other rooms should be made available for a variety of activities.

6. Department Rooms and Classrooms

The size and character of the rooms provided will depend on the size and grading of the school. A separate room should be provided for the work of each class or other group which meets under the direction of a teacher or leader. If this ideal is impossible on account of the expense involved, some plan of rotating the groups as discussed in the preceding section should be adopted. If the school is organized by departments and classes, this will require an assembly room for each department, and classrooms for each of the classes within a department. If, on the other hand, the school is organized on the basis of grades and classes, and does not have separate department assemblies, then one room is all that is required for each group, but in this case there should be a worship chapel which may be used at different times by different groups.

Classrooms are not an extravagance. A building without classrooms is economically unsound as well as educationally unsound. Classes must scatter around the assembly rooms, which makes an extravagant use of space. Where a soundproof partition is provided to separate classes, they may be seated within six inches of each other without interference, while if several classes meet in the same room much more space must be left between them. All classrooms should open on corriders so that entrance or exit of groups will not disturb any other groups.

Shall classrooms be large or small? The question of the larger class was fully discussed in the preceding section. The answer must depend upon the results of the study and planning which have been carried out by each particular church. Let it be sufficient here to note that there is a trend in the direction of larger classrooms. It is a good policy to have rooms of varying sizes for this will make for flexibility in the use of the available equipment.

Since it is impossible to determine exactly what will be needed by given churches over a long period of years, flexibility should be introduced at the point of making it easy to remodel the building and thus change the size of rooms. Modern office buildings are so constructed that partitions can be re-located at small expense. If the church building is so constructed that the partitions separating rooms do not support the weight of the building and are not used for electrical wiring and plumbing, rooms can be changed without destroying the fundamental structure of the building. Thus several smaller classrooms may be altered to form a single larger assembly room or an assembly room may be partitioned off to form several

classrooms. Doors and windows should be so located as to make this possible. Corridors and stairways should be so arranged as to anticipate possible future additions to the building.

7. Location of Rooms

It is best to place the rooms used by the youngest pupils on the first floor, or at most on the second floor so that they will have but a few steps to climb. Under no circumstances should class or assembly rooms used by children be placed in the basement if the floor is more than three feet below the outside grade. In fact, the use of a basement lower than this for any rooms except the boiler-room and store-room is seldom justified.

The obvious convenience of having a dining-room and kitchen either slightly below or above street level is often of less importance than the advantage of placing these rooms on the top floor, where there may be a main assembly room which may be used also as a dining-room and the ceiling may be kept high by allowing it to project into the roof-space. However, when this plan is followed, it will be necessary to install elevator service for the convenience of guests if the building is more than two or three stories in height.

All buildings of moderate or large size should contain at least two staircases as widely separated as possible in order to minimize the danger in case of fire. If to build these of fireproof construction is too expensive, it is wise to provide an approved type of fire-escape on the exterior of the building on a side where it will not interfere with appearance.

8. Space Allotment per Pupil

The kind of work which is carried out in the present-day church school requires a generous allotment of space per pupil. The figures which are given here should be regarded as minimum, and should not be lowered except under the most unusual circumstances. In estimating the space allotment, the average attendance of a group should be the basic figure used. In providing space for the entire church school, account should be taken of the possible growth of the school. If different sizes of rooms are built, the assignment of rooms may be made on the basis of present average attendances.

It is customary for beginners' departments to have a unified program thus requiring but a single room for all activities. This is also true of the nursery group. In these groups the ideal is to make the room as homelike as possible and to provide for an abundance of free activity. The floor space allotment should be fifteen to twenty-five square feet per pupil. If a nursery class or a beginners' department numbers more than thirty-five pupils, enough additional rooms should be provided so that it may be divided into sections of not more than thirty-five pupils each. The exceptional importance of providing rooms for the nursery and beginners' groups which have a homelike atmosphere will be realized when it is borne in mind that here the child makes his transition from home to church.

Classes of pupils of school grades one to twelve should have a space allotment of fifteen to eighteen square feet per pupil. This is

a minimum requirement when such classes meet as units without departmental assembly throughout the church school period, and in schools having an expanded session. Classes having sessions of but thirty to forty minutes may have this minimum reduced to twelve square feet per pupil, but even in such cases fifteen square feet will be much more satisfactory. Classes of young people and adults, having a minimum of physical activity, should have at least ten square feet of floor area per pupil.

Departmental assembly rooms should provide seven to eight square feet of floor area for each pupil.

If any pupils must hold their classes in the church auditorium, in the parish hall, or in some other general assembly room which is not specifically planned for classroom purposes, it will probably be less objectionable from an educational standpoint to have the young people's and adult classes occupy such spaces rather than children.

9. The Children's Chapel

The tendency to provide children's chapels for certain worship services in the primary, junior, and intermediate departments should be recognized in planning a new building. A well designed chapel, while it is churchly and impressive, permits a certain intimacy with an atmosphere of reverence. A chapel can be used by two or three groups at different hours or on different Sundays for their more

A chapel, simply and beautifully furnished, is conducive to reverence

formal services of worship. A chapel room should be rectangular with a carefully studied focal point. One having an exposed roof construction will lend an atmosphere of churchliness. Equipment should be suited in height to the children who are to use the chapel. If several groups are to use it, an average height for the groups concerned will be satisfactory.

The development of the children's chapel as a feature in the modern church has not progressed to the point where standardized specifications can be given. There is need for careful experimentation in which architects, designers of church furniture, and leaders of religious education should share. It is particularly important in Christian education that the ideals for these rooms be kept high and fine; that they be designed in a spirit of reverence; that, however simple and inexpensive, they impart an atmosphere of worship; that everything about them suggest genuineness, sincerity, and the dignity of the religious ideals to which they are dedicated. They should not be somber or funereal; they should suggest aspiration and hope and joy; but they should be as far as possible from the gay paint and jazzy ornamentation of the movie house.

There should be provision for instrumental music of the kind and quality through which the children are to be educated to a love and appreciation of the musical classics of religion. There should be provision for a choir primarily of the children themselves, but occasionally for the church choir and others who may come to sing for the children's services.

10. Rooms for Recreation and Fellowship

The church parlor contributes greatly to the friendly atmosphere of the church. It can be used in a wide variety of activities on weekdays and Sundays. It should, however, be truly a *church* parlor for the use of any group in the church and not exclusively a ladies' parlor.

Even the smallest church will probably need something by way of a parish or fellowship hall. This need not be of regulation gymnasium size in order to house a well balanced program. Besides serving the fellowship and recreational needs such a hall may be used for large adult groups of the church school, but it should never be used for junior and younger children.

This recreational hall should provide a stage for pageantry and dramatics, with dressing rooms conveniently located. It may be best to locate two or more larger classrooms in such a way as to make them conveniently available as dressing rooms. The front of the stage should be enclosed with removable panels in order to provide storage space for tables which are run in to this space on small trucks.

The question of whether a regulation gymnasium should be provided beyond the playrooms mentioned above must be determined in the light of a number of considerations. If there are community agencies which provide a gymnasium for the use of indoor athletic contests, and if the church can make an arrangement for the use of such equipment by its members under their own leadership, it

may be unnecessary for the church to incur the expense of building its own gymnasium. On the other hand, since play and recreation are logically a part of the character-building work of a church, such activities cannot well be resigned entirely to non-church agencies. Another important question is that of whether or not the church can provide adequate leadership and supervision for such a gymnasium. An unsupervised gymnasium is a liability rather than an asset.

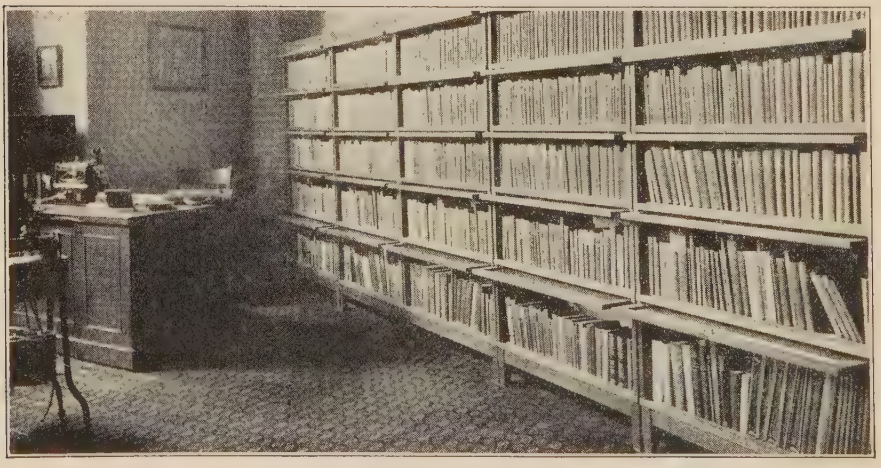
If the parish hall is to be used as a gymnasium it must be of proper size, with the ceiling at least sixteen feet in height and the floor unobstructed by posts. Plaster walls cannot be used in a gymnasium, as a basket ball leaves marks on a plastered wall, which will soon make it very unsightly. The walls should be of stained wood, tile, glazed brick, or some mastic material.

In addition to the gymnasium, most churches have a need for smaller recreational rooms for the use of Boy Scouts and other groups, and some churches will want to install bowling alleys, billiards, and a swimming pool as an aid in making the church truly a fellowship center for the entire church family. Proper provision must be made for supervision of all such activities, and it should be borne in mind that a swimming pool is very expensive to maintain as well as expensive to install.

11. Auxiliary Rooms

In addition to classrooms and department rooms, provision must be made for various types of auxiliary rooms and other facilities. The following must be provided in any well-planned building:

a. *Special rooms.* In addition to classrooms and department rooms, special rooms should be provided as required. A room will be needed for the church school office. A room will be needed for the workers' library if there be one. Some churches will want spe-



A workers' library

cial rooms for missionary museum, religious art, music, handicraft, workshop, etc. Many such special rooms can be provided without additional cost if expert service is employed to lay out the plans.

b. *Coatrooms.* People cannot be comfortable and work well in outdoor wraps. If there is to be a business-like, alert, and studious atmosphere, pupils and teachers must have a place where they may hang their hats and coats so that they will not interfere with the class or department work. The place provided for wraps must be a good one, for folks wear their best to church. A coatroom with two shelves is preferred—one for the hats above, and one for rubbers below. Hooks under the hat shelf will care for the coats. They should be placed low enough so that the children can help themselves. In so far as possible, separate coatrooms should be provided for the different departments, and certainly the younger children should have a place of their own where they may keep their wraps. All general coatrooms must have ample provision for passing in and out, to avoid congestion.

c. *Supply room.* Proper provision must be made for storing materials when not in use. Many church rooms are made unsightly because they must serve as storage rooms for unused pianos, tables and chairs, recreational equipment, and even stage properties and scenery, in addition to being used for church school purposes. A storage room will contribute greatly to the usefulness of other parts of the building and will mean a considerable saving in money because it enables the church properly to preserve usable materials from year to year.

d. *Lavatories* should be provided on each floor and those which are convenient to the departments and classrooms used by the younger grades should be equipped with juvenile fixtures.

e. *Drinking fountains* of proper height to accommodate the different ages of children should be convenient in different parts of the building.

12. Interior Decorations

Children respond readily to environment and fortunately we can create the proper environment for them in the church school. Great care should be given to the proper decoration of assembly rooms and classrooms for these will directly affect the lives of hundreds of children during their most impressionable years.

Rooms should be made appealing and should possess charm; and educational purposes demand that the decorative schemes be simple and unobtrusive. Nothing should be introduced merely for ornamentation, but every visible feature should be pleasing and in good taste. Color schemes must be carefully studied. They depend upon the exposure of the room. For example, if one is compelled to use a room with northern exposure for little children, a color which suggests sunshine and warmth should be used to counteract the feeling of chill and cold.

Baseboard, door and window trim, and chair rail have definite functions to serve and should be neither conspicuously prominent nor conspicuously absent. Unless the architect's plans require otherwise, perfectly plain strips about four inches wide are most satisfactory in the long run, but they should be well smoothed, well joined at corners and well rounded on exposed edges. Upper edges may be bevelled to avoid dust ledges. Only inferior wood and poor workmanship should be hidden under paint. Good trim should be stained a dark oak or walnut tone and finished with good quality of dull, glossless varnish or lacquer. Such finish will harmonize with any suitable tones of wall or furniture and should last as long as the building without refinishing. Fingerprints and other marks seldom show on it and it may be washed or waxed indefinitely.

Walls should be plastered with a smooth finish, so they can be painted some light shaded color sometimes with a stipple effect. A white wall is cold and unattractive and strong colors should be avoided, especially reds, blues, and yellows. The ceiling should be slightly tinted in tone with the walls but much lighter. A rough sand-finished wall is undesirable for church school rooms.

"The kind of shades and draperies as well as the color of these will be determined by the amount of light and kind of windows. In some situations opaque shades will be needed to counteract the glare; in others translucent shades of neutral tint may be used to add light. In any event, the color should harmonize with the color scheme of the room." [1] "Rooms may be broadly classified as (1) rooms which receive bright light and (2) rooms which receive little or no sunlight. To counteract the feeling of chill and cold (apt to be the result in a north room), use should be made of colors which suggest sunshine and warmth, such as modified tones of yellow, while rooms with southern exposure need restful, quieting colors found in deeper tones of green, blue green, light olive, tea, or tones of gray." [2]

"Draperies add greatly to the charm and homelikeness of a room for children. High, large windows require dignified treatment; while simple, harmonious hangings are better suited to average windows. In cases of unusual groupings of windows it may be desirable to consult an interior decorator. There are effective coarse materials, such as loosely woven burlap, which are suited to certain kinds of buildings. Marquisette and theatrical gauze are loosely woven materials available in colors which make possible a soft, pretty arrangement. Prices vary according to the quality used. Casement cloth, similar to pongee in appearance yet somewhat heavier, is also a desirable material. Pongee is a very satisfactory material and may be used quite effectively in many situations. Regardless of the materials used it is essential that draperies should be kept fresh and clean. It is better to have no draperies at all than to have soiled, unattractive, wrinkled window hangings." [3]

---

[1] "Equipment and Arrangement for Children's Groups in the Local Church," General Sunday School Board, Methodist Episcopal Church, South, p. 15.

[2] Ibid, p. 19.

[3] Ibid, p. 15.

13. Floor Coverings

Various considerations must be weighed in selecting flooring materials and floor coverings. These considerations include beauty, durability, quietness, and ease of keeping clean. Three suggestions are here made for the guidance of church building committees:

(a) The floors may be made of hardwood properly finished. Such floors will be attractive if they are kept in good condition. However, there is no wood finish that will stand up under the wear of gritty shoes and classroom furniture without frequent refinishing.

(b) Concrete floors or wood floors may be covered with linoleum, cork, rubber tile, or some other composition. Such materials are expensive as compared with wood but are reasonably quiet, sanitary, easily cleaned, and require no expensive up-keep. They may be had in appropriate dark greens and browns and in other plain or various tile effects.

(c) Concrete floors or wood floors may be covered with carpet. Until recently carpets have not been recommended because of the difficulties involved in keeping them clean. This objection is being overcome, however, with modern vacuum cleaning devices. Carpets are used almost universally in hotels, club houses, and in the better offices, in all of which they receive harder wear than in the average church building. Some of the advantages which are urged for the use of carpets are: They assure a quiet, restful atmosphere in the room; they make for good acoustics because they absorb sound waves and make listening easy thus saving the installation of absorbent acoustic material in the ceiling of the room; they add to the homelike atmosphere of the classroom or department room; they are no more expensive than other good floor coverings when the saving in installation of acoustic material is taken into consideration.

The problem of proper floors and floor coverings to be used in any given situation is one which must be considered and solved by the committee or committees responsible for that situation. The above suggestions are made by way of helping such committees to face the facts involved.

14. Check Lists

When the architect's preliminary drawings have been made on the basis of the church's needs as discovered by the studies suggested, these drawings should be carefully checked before they are finally accepted. On the basis of these checkings, the building committee should make sure that no essential or helpful equipment has been overlooked and that all the arrangements are the best possible in view of all the conditions.

A check list should be drawn up by which the plans may be reviewed. Such a check list may be secured from the bureaus of

architecture of the denominations. The following items are only suggestive.

a. *Department rooms.* Has proper provision been made for department rooms? On the basis of the needs discovered by the preliminary studies, will all the departments of the church school be properly housed in a building erected according to the preliminary sketches? Are the department rooms of proper size to accommodate the number of pupils involved in each department? Are entrances at the rear of rooms?

b. *Classrooms.* Are separate rooms provided for all the class groups? Are those rooms of sufficient size to accommodate the pupils in the classes concerned? Are they separated from one another by solid partitions and hinged doors and has proper sound proof material been used in walls, ceilings, and floors?

c. *Coatrooms.* Has provision been made for coatrooms to accommodate all pupils? Are they properly located and properly equipped? Are the coatrooms that younger pupils are to use located immediately adjacent to their department and classrooms?

d. *Special rooms.* Has proper provision been made for special rooms, such as an executive office, a workers' library, a missionary museum? Are these special rooms of proper size and conveniently located?

e. *Floors.* Are hardwood floors to be provided and properly finished? If not, has provision been made to cover cement floors with linoleum, carpet, cork, or some other suitable material?

f. *Storage space.* Is proper storage space provided to meet the needs of all departments?

g. *Plumbing.* Has proper provision been made for lavatories? For juvenile equipment for children? For showers and other water outlets as needed? Are water and sewerage pipes properly located? Is the plumbing contemplated of high grade?

h. *Electric wiring.* Has proper provision been made for wiring the building for electricity? Are wires so located as not to interfere with alterations with respect to removable partitions? Are the outlets and switches of sufficient number and properly located? Are electric attachments for floor lamps provided in parlors and other rooms used for social purposes?

i. *Corridors.* Are corridors so located as to prevent passing through rooms, and to provide ample space for passing of pupils and for air circulation?

j. *Windows.* Is sufficient window space provided in each room to give proper light and ventilation (rooms should have unobstructed glass area equal to 20% to 25% of floor area)? Are the windows so located as to make possible an arrangement of the room which will bring the light to each pupil over his left shoulder?

k. *Heating.* Has adequate provision been made for properly heating the building? Is the heating plant so constructed as to make it easily possible to heat certain units of the building without heating the entire building? Are radiators recessed?

l. *Ventilation.* Do the proposed plans provide for easy ventilation of all rooms?

m. *Decoration.* Do the plans provide for properly finishing the woodwork, decorating the walls, and for window curtains and shades as needed?

n. *Equipment.* In the light of the use to be made of each room and the age of pupils it is to serve, do the plans provide proper equipment including blackboards, chairs of proper height and construction, tables as needed, cabinets for supplies?

o. *Recreation and dramatics.* Do the drawings show proper provision for recreational and dramatic activities, including stage, dressing rooms, playroom, kitchen and dining-room facilities?

p. *Visualization equipment.* Has provision been made for the projection of slides and motion pictures? Is the equipment to be installed of high grade? Can the room to be used for this purpose be properly darkened?

q. *Acoustics.* Has proper attention been given to providing good acoustics for every room?

15. Applying the Standards

The foregoing discussions have necessarily been in general terms. It has been emphasized repeatedly that the application of the standards suggested must depend upon the needs of the churches concerned. In this section the attempt will be made to describe a few typical cases and show how these standards might be applied to such cases.

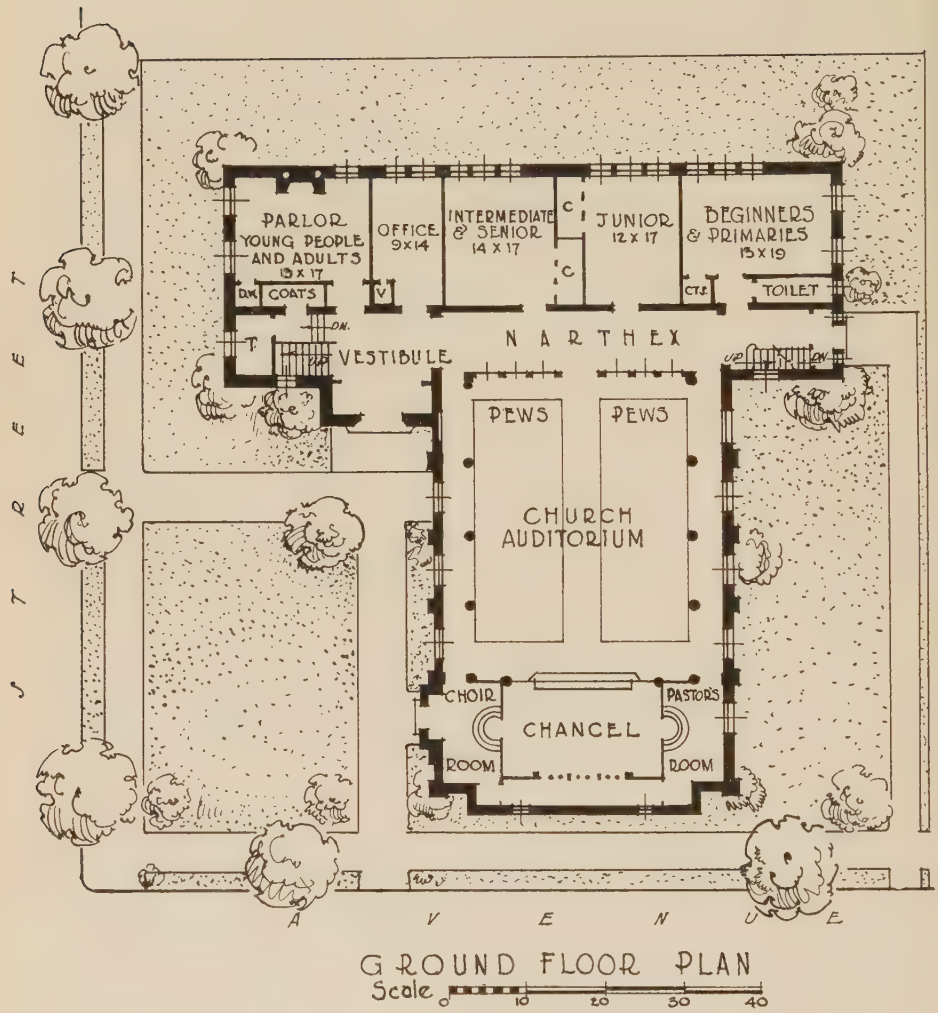
a. A school of fifty, departmentalized as follows: beginners-primary, junior, intermediate-senior, young people-adults, desires to erect a building which will provide for an all-around program. The departments will meet as units without dividing into smaller class groups. See pages 34 and 35.

b. A school of 100, departmentalized with beginners', primary, junior-intermediate, senior-young people's, adult departments, desires to erect a building which will provide adequately for a varied program, including recreational and dramatic activities and facilities for serving meals. The departments will meet as units without dividing into smaller classes, with the exception that the junior-intermediate and senior-young people's departments will each have two classes. See pages 36 and 37.

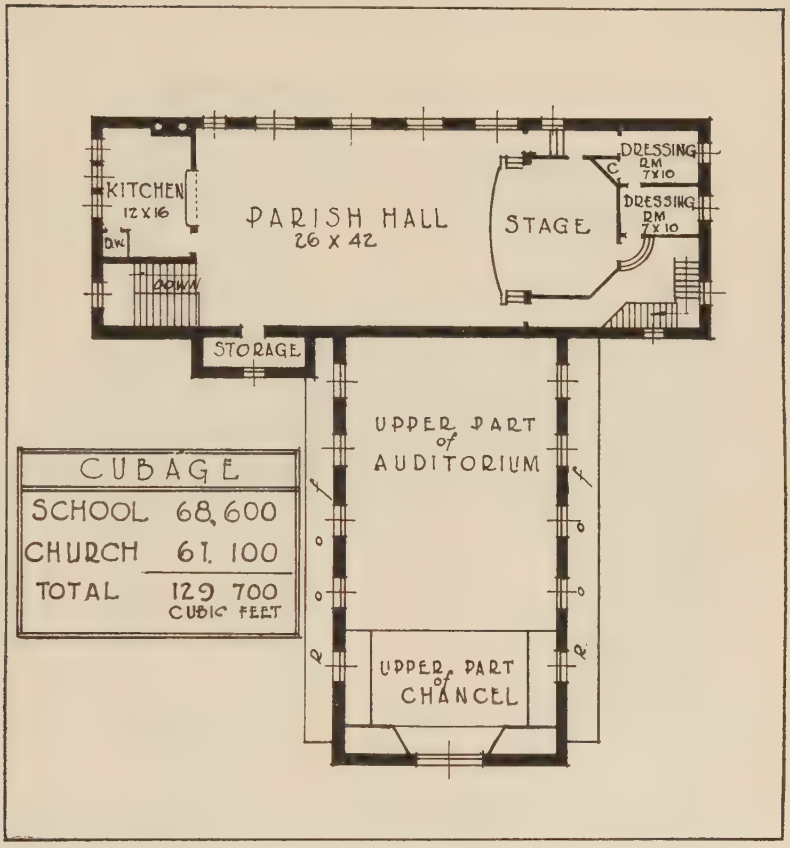
c. A school of 300, completely departmentalized in the usual way, wishes to see how it may provide housing and equipment for a program of Christian education activities. It is interested in seeing a plan adapted for departments and class organization or for class organization only without departments. In either case the classes will consist of entire school grades up to and including the high school. See pages 38 and 39.

d. A large school with an enrolment of 1,000, desires to see a model building plan by which a full seven-day-a-week program can be properly housed and equipped. See pages 40 and 41.

PLAN FOR A SCHOOL OF FIFTY



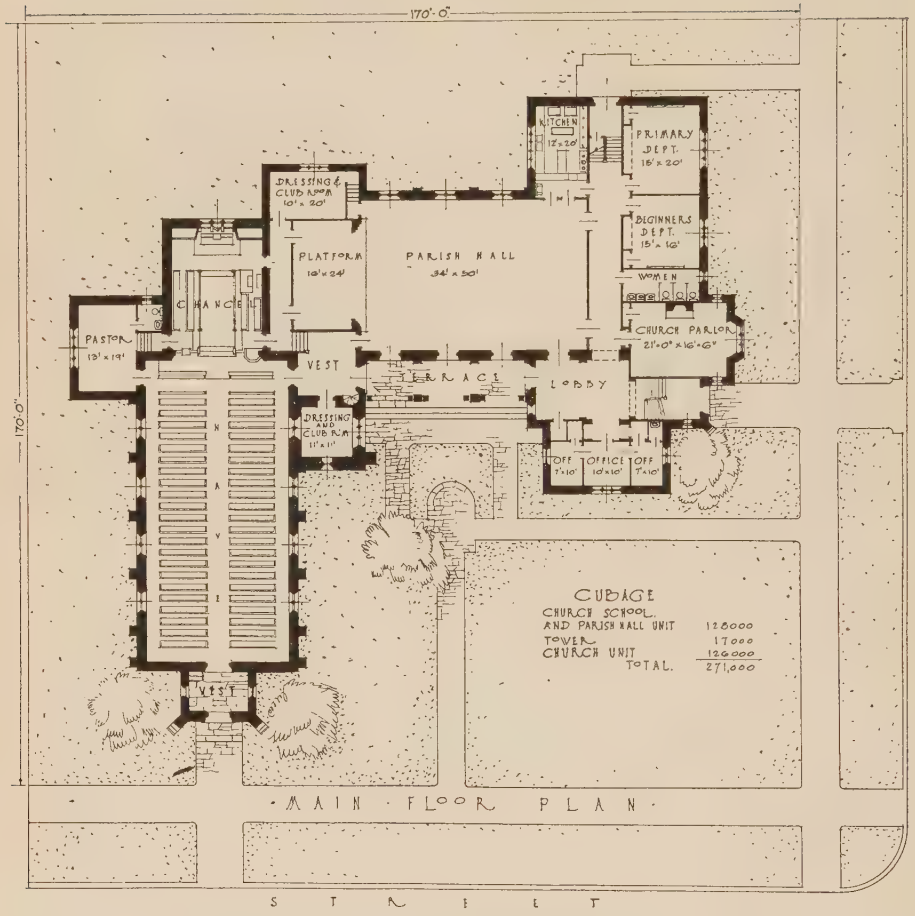
The ground floor plan provides for a compact arrangement because the narthex of the church auditorium serves also as the corridor for the school. Construction costs vary greatly throughout the country because of the difference in cost of labor, material, and transportation. If the average cost per cubic foot is known the approximate cost may be estimated. This plan calls for a total of 129,700 cubic feet.



SECOND FLOOR PLAN
Scale 0 10 20 30 40

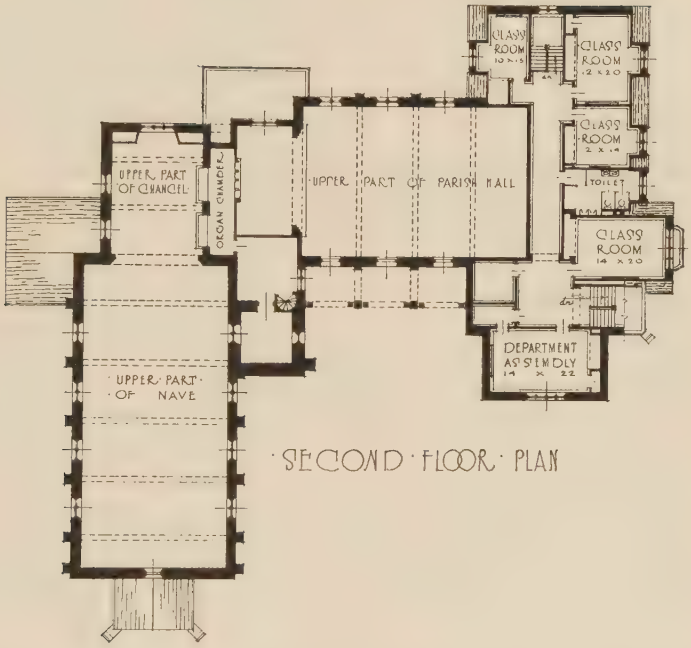
The parish hall is on the second floor which makes possible a high ceiling without posts or other obstructions so that it may be used for recreational and other activities. A dumb waiter carries food to the parlor below the kitchen.

Plan for a School of 100



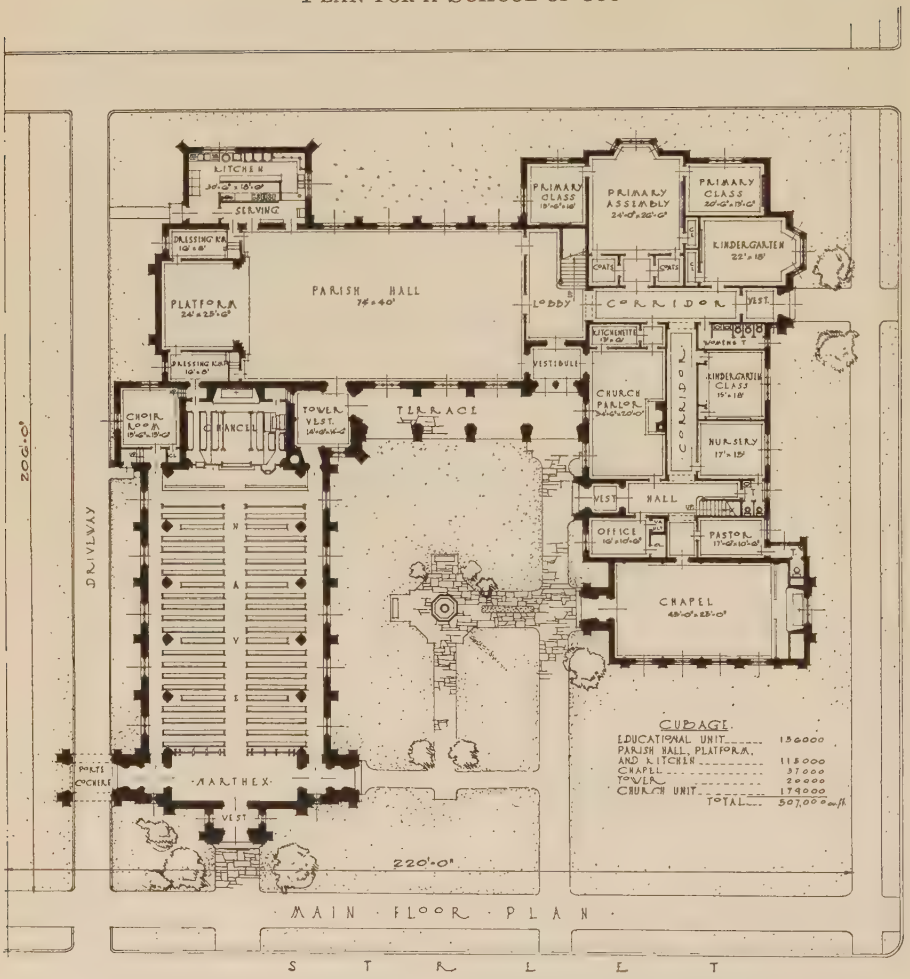
The church school and parish hall unit may be constructed before the church auditorium and tower are built. The plan indicates the cubage of each unit. Beginners' and primary department rooms are on the first floor. An adult class may use the parlor. Church offices are located near the street entrance. The parish hall may be used for worship assemblies, for dramatics, recreation, or for church dinners. Dressing rooms may also serve as clubrooms and choir rooms.

Plan for a School of 100



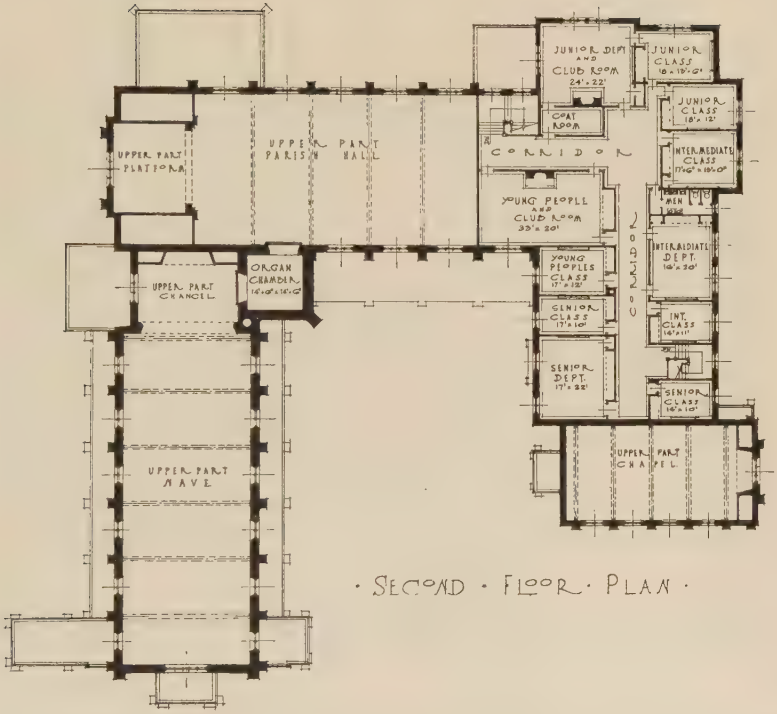
The department assembly may be used alternately by the junior-intermediate and senior-young people's departments, or the larger of these two groups may use the parish hall for its assembly period. Four classrooms of various sizes are provided for these departments, all rooms opening from the corridor.

Plan for a School of 300



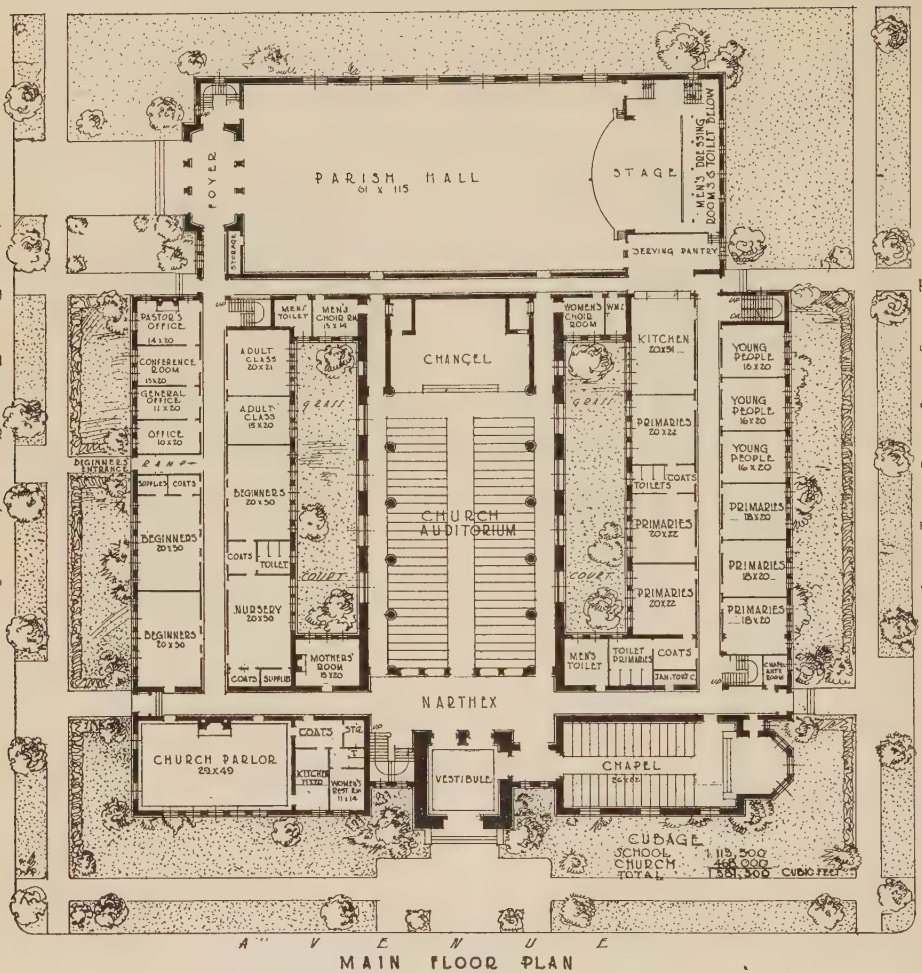
The plan for the educational unit permits variation in the grouping of grades and departments. For each department one room is larger than the others so that it may be used for an assembly. On the other hand, a school may wish to use all rooms for class groups only. A chapel also provides space for a worship group of about 160. Small rooms for coats and storage of supplies are conveniently located.

Plan for a School of 300



Juniors, intermediates, seniors, and young people meet for educational activities on the second floor. Two of the department rooms may also be used as clubrooms. Stairways are provided at both ends of the corridor.

Plan for a School of 1,000



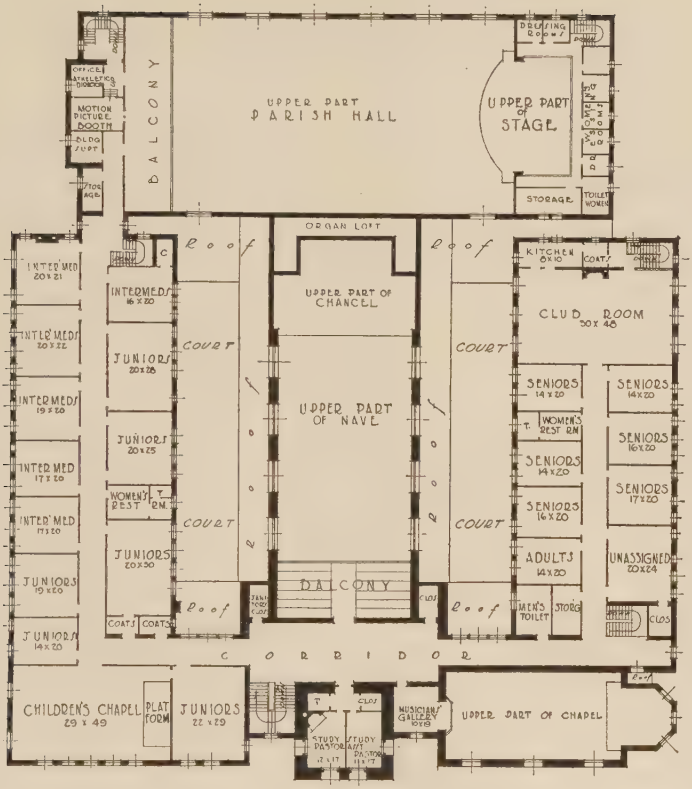
MAIN FLOOR PLAN

A CHURCH SCHOOL FOR 1000 WITH A CHURCH FOR 1000

Scale

These plans illustrate how educational housing and equipment may become an integral part of church buildings. Rooms for the nursery class, beginners, and primary children are located on the first floor as are also most of the rooms for adult classes. A chapel to seat about 200 is located near the street so that it may be open at all hours for meditation and prayer. The parish hall may be used for assembly purposes, for dramatic, and for recreational activities.

Plan for a School of 1,000



SECOND FLOOR

A CHURCH SCHOOL FOR 1000 WITH A CHURCH FOR 1000

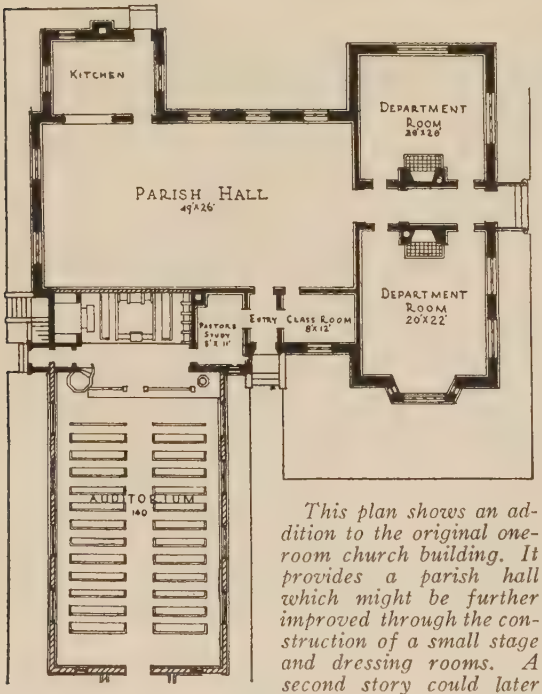
Scale. 0 10 20 30 40

The children's chapel, on the second floor just above the church parlor, is located where it may be used by juniors and intermediates, as well as by the younger groups whose classrooms are located on the first floor. Seniors, young people, and adults may use the chapel on the main floor. A special clubroom is provided with kitchenette equipment adjoining it. It will be noted that classrooms of various sizes are provided in this plan.

16. Remodeling Present Buildings

Quite often it is possible to remodel an existing building so that a departmentalized program can be cared for. A remodeled building, of course, will never be as satisfactory as newly planned equipment, for an entirely different philosophy and sometimes lack of any philosophy, was back of the construction of nine-tenths of our present church and church school buildings.

Denominational bureaus or committees of architecture and some independent architectural firms have accumulated valuable experiences in aiding churches to remodel or enlarge their buildings for religious education work. In the case of the one-room building (of which we still have thousands), perhaps the first step in an enlarged building enterprise would be to add a parish hall and at least three smaller rooms. A very practicable and economical plan is to erect a rectangular building with a stage and dressing-rooms at one end of the building and at the opposite end, a two-story section containing department rooms and kitchen. The parish hall section of the building should extend in height through the two stories. The next step would be to add a complete two-story religious education unit, the ground floor being occupied by the department rooms and classrooms, with ceilings of proper height, and the parish hall on the upper floor extending through to the roof construction so that a high ceiling is provided and the floor is not obstructed by posts.



This plan shows an addition to the original one-room church building. It provides a parish hall which might be further improved through the construction of a small stage and dressing rooms. A second story could later be added over the department rooms.

In the case of the Akron style buildings (that is, two stories of separate rooms arranged in semi-circular form around a central assembly, and all open toward the assembly room) it is sometimes possible to cut down the gallery classrooms to a level and floor over the central portion, thereby turning a one-story and gallery into a two-story building, greatly reducing the extravagance of such con-

struction. The lower floor may be divided by solid partitions into department rooms of proper shape and proportion.

17. Architectural Service

The following expresses in the briefest possible manner the six divisions of the architectural service required in building a church or a Christian education plant.

(a) A thorough study of the needs of the church and the formulation of a building program on the basis of the program of activities planned to meet the discovered needs.

(b) Preliminary sketches based on the suggested program of activities worked out by the church and these sketches revised and redrawn until they are satisfactory. At this stage drawings and views for publicity work may be prepared.

(c) The preparation of the contractor's drawings, on the basis of the preliminary sketches as finally accepted.

(d) The preparation of specifications according to which the building is to be completed and on the satisfactory fulfilment of which the building will be accepted.

(e) The preparation of detail drawings showing specifications.

(f) The supervision of the construction of the building to make sure that all specifications are properly carried out.

An expenditure of six to eight per cent of the total cost of the building for the necessary studies, preliminary plans, and complete architectural service is not too much. Price cutting in this division of a large building program is sure to result in extravagant and extra charges and unsatisfactory results in the building itself.

IV. Equipment for the Church School

THE forethought and care that is requisite to the successful planning of the church school is no less necessary in the selection of its equipment. The best of buildings may be disfigured and made to appear cheap and tawdry by a lot of unsuited and ill-assorted furniture. There can be no worse economy or more unwise planning than that which permits an outlay of a hundred thousand dollars in building to be crippled in its effectiveness or in its inspirational tone and beauty for the sake of a saving of a few hundred dollars in equipment.

The basic principles which should govern the decoration of rooms or the selection of equipment are the same as those which should guide in the planning of the building. Each item should be selected for its definite purpose and should be the most effective for the particular use for which it is intended. In character it should be worthy of the cause to which it is dedicated; genuine, refined, sincere. It should not be showy or ornate; it need not be elegant or luxurious; but it must be good. It should not be easily marred or defaced. Some of it will receive severe usage and, so far as practicable, all of it should be designed like the building to last indefinitely; but long service should leave its mark in mellow tone, not in scratches, splinters, discolorations, and breakage.

1. Pictures

Every class or department room should have at least one beautiful and inspiring picture conspicuously displayed and well lighted on a larger unbroken wall space. Usually just one will do, but if there are more, let it be three with the two distinctly subordinated in size, position, and inspirational significance. A picture should not be chosen for ornament or to relieve a blank wall space, nor yet to fit the available class "funds." The picture worthy of a place in the church school has a spiritual message which in the religious education program should sink deep into the soul of every pupil. It is of the sort that can be looked at again and again with ever deepening meaning. There follows a suggested list of such pictures which may be had at moderate cost in reproductions of quality, classified according to the pupil ages for which they are suited.

Having selected pictures with care, thought must be given to their hanging. A picture to be really useful in an educational situation must be conspicuously displayed and well lighted on a large unbroken wall space and so hung that the members of the group can see it in proper focus. This means that it must be low enough to be about eye level for the pupils. In this way the picture may become a real part of the experience of the child.

For the Nursery Department

Holmes, "Can't You Talk?"
Kenyon, "Song of the Bluebird"
Partridge, "Madonna"
Plockhorst, "Christ Blessing Little Children"
Jessie Wilcox Smith pictures—Simple pictures illustrating child life, animals, and flowers

For the Beginners' Department

Baroccio, "Nativity"
Chambers, "The Light of the World"
Glucklich, "Spring Song"
Kenyon, "Song of the Bluebird"
Lerolle, "Arrival of the Shepherds"
Plockhorst, "Christ Blessing Little Children"
Reynolds, "Infant Samuel"
Stoddard, "There Were Shepherds"

For the Primary Department

Copping, "Jesus and the Children"
Ferruzzi, "Madonna"
Glucklich, "Spring Song"
Millet, "The Angelus"
Plockhorst or Hofmann, "Christ Blessing Little Children"
Pothast, "Thrice Blessed"
Raphael, "Madonna of the Chair"
Story, "Sunbeam"
Tarrant, Margaret, "All Things Wise and Wonderful"
Tarrant, Margaret, "Catching Happy Months"
Tarrant, Margaret, "The Star of Bethlehem"
Tarrant, Margaret, "Suffer the Children to Come Unto Me"
Taylor, "The Sisters"

For the Junior Department

Adan, "The Close of Day"
Corot, "Spring"
Copping, "Jesus and the Children"
Hofmann, "Christ and the Doctors" (Full picture or detail)
Hofmann, "Christ and the Rich Young Ruler"
Lerolle, "Arrival of the Shepherds"
Muller, "Falling Leaves"
Millet, "The Angelus"
Taylor, "O Little Town of Bethlehem"
Taylor, "When I Consider Thy Heavens"

For the Young People's Department

Abbey, "Washington at Valley Forge"
Armitage, "The Remorse of Judas"
Borthwick, "The Presence"
Burnand, "Peter and John"
Cimabui, "Christ of the Andes"
Cimabui, "Madonna"
Copping, "Hope of the World"
Cornicelius, "Christ Tempted by Satan"
Dallin, "The Appeal to the Great Spirit"
Da Vinci, "Last Supper"
Fra Angelico, "Christ Appearing to Mary Magdalene"
Gerardet, "The Walk to Emmaus"
Hofmann, "Christ and the Doctors"
Hofmann, "Christ and the Rich Young Ruler"
Hofmann, "Christ in Gethsemane"
Hunt, "Light of the World"
Max, "Jesus Christ"
Millet, "The Angelus"
Titian, "Tribute Money"
Watts, "Sir Galahad"
Zimmerman, "Christ and the Fishermen"

2. Furniture, General Considerations

The most capable teaching is largely futile if children are squirming and inattentive because of the discomfort of badly shaped seats. Mental impressions are quite definitely affected by accompanying

physical impressions. Attentive concentration and spiritual exaltation alike are defeated by physical irritation.

It has not been unusual for building committees to select classroom furniture without any expert knowledge or careful consideration, by the simple method of selecting one from a number of samples because some member likes its lines or admires its color, or more commonly because the price is low. There is no relation between comfortable good posture favorable to effective learning and the period authenticity or artistic appeal of a chair. As to price, there can be but one sound criterion of reasonableness. The furniture which best contributes to the purposes for which it is intended is the most economical, whatever its cost. Considering how small the total cost of furniture is as compared with the whole investment in the educative process, whatever detracts appreciably from that process is extravagant and whatever contributes to its effectiveness is an economy.

The most important differences in value among chairs for church schools are in the scientifically determined proportions and forms—the seat form and slope, the shape, rounding and placing of back slats—details determined by studies of the anatomy of large numbers of children of each size. These may be meaningless to the average person but they make the difference between comfortable good posture and slouchy restlessness to generations of those who are to use them. There are also important differences in the refinement of detail and finish. Such values are often unnoticed by the casual purchaser, but the discriminating investor of church money will consider them as carefully as he would in the purchase of equipment for his home or office or in the buying of a suit of clothes.

After long years of study and experience educational authorities and manufacturers of school equipment, under the guidance and authority of the United States Department of Commerce, have established a standard "schoolroom brown," a pleasing walnut tone, for the wood parts of all school furniture. There are good reasons for recommending this for church school use. Many colors are distracting, injurious to vision, and psychologically objectionable, and none harmonizes better with all reasonable variations of room decoration. Attempts to match the color of the room trim in the furniture are usually disappointing. Such jobs must be specially made and involve an extra cost. The greater objection is that the same stain on different kinds of wood or the same wood differently prepared produces surprisingly different effects. In general, mahogany varnish or stain, or other aggressive coloring on low priced furniture is difficult to harmonize with the soft tones which should prevail in the schoolroom, and furniture so finished takes on a cheap and shoddy appearance after a short period of usage.

3. Seating Equipment

Psychologists have long since recognized that there is an inseparable relation between physical positions and mental attitudes. That is why we kneel or bow in prayer, rise to sing, and why we can see at a glance the difference between an attentive or an inat-

tentive and listless pupil. It is difficult to think of a sprawling, lounging, slumping class as learning much during the session. It is probably too much to say that alert attention is impossible without erect posture, but it is very likely that the two will go together. Erect sitting posture is at the least an important favoring condition for vigorous physical and mental functioning, doubly so when it is at the same time a comfortable, effortless, relaxed position.

In a chair suited for school use as distinguished from lounging, the size and design should be such that the most wholesome, alert, and attentive posture of the occupant is at the same time the most comfortable and least fatiguing. This is the case when, with the muscles completely relaxed, the body weight is poised about the erect spine and is carried on the seat bones (ischials) while the weight of the legs is carried by the feet resting on the floor.

a. *Seat height.* A first essential to this posture is that the seat shall be low enough for the feet to rest on the floor without any pressure from the seat under the knees. The least such pressure quite definitely tends to restlessness, and bad posture. On the other hand, if it is well formed and sloped, there may be an inch or two between the highest part of the seat and the leg behind the knees without the least discomfort or disadvantage. We should therefore *make sure that the seats are low enough.* An extensive study proves beyond question that seating is nearly always too high in the day schools, and observation indicates that the same is true in the church schools. The following tabulation of correct seat heights is based on actual measurement of thousands of children.

TABLE I

PERCENTAGE DISTRIBUTION OF SEAT HEIGHTS ACCORDING TO GRADE

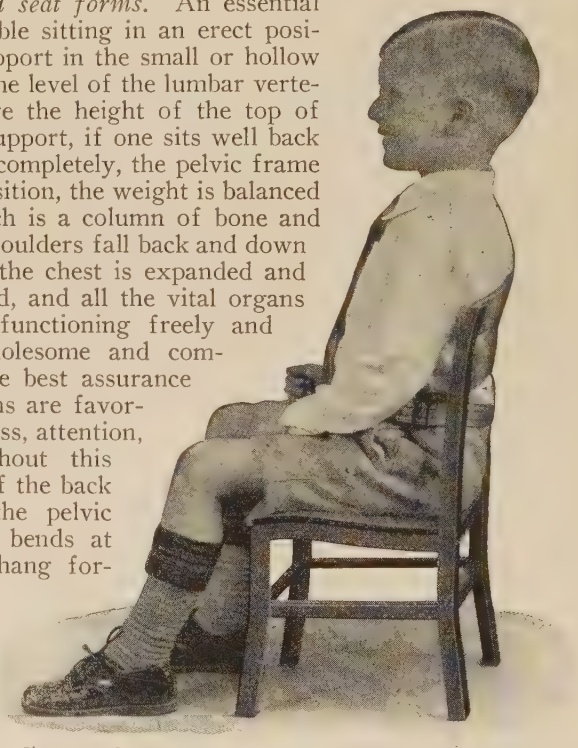
School Grade	*Seat height in inches*												
	9	10	11	12	13	14	15	16	17	18	19	20	Total
Kindergarten	23	47	28	2	....	....	....	....	....	....	....	....	100
I	3	29	50	17	1	....	....	....	....	....	....	....	100
II	....	7	30	51	10	2	....	....	....	....	....	....	100
III	....	2	14	44	30	8	2	....	....	....	....	....	100
IV	....	....	2	28	43	19	7	1	....	....	....	....	100
V	....	....	....	13	42	25	17	3	....	....	....	....	100
VI	....	....	....	3	12	44	30	10	1	....	....	....	100
VII	....	....	....	....	6	26	40	24	4	....	....	....	100
VIII	....	....	....	....	3	11	39	34	11	2	....	....	100
IX	....	....	....	....	2	7	26	37	22	6	....	....	100
X	....	....	....	....	1	5	18	28	29	16	3	....	100
XI	....	....	....	....	3	6	18	27	20	20	5	1	100
XII	....	....	....	....	1	6	19	25	21	22	4	2	100

Interpreting this tabulation into assortments required for church school departments, the heights required are about as follows:

Nursery—six to eight inches
Beginners' (Kindergarten age)—ten inches
Primary (first, second, and third grades)—eleven to fourteen inches
Junior (fourth, fifth, and sixth grades)—twelve to sixteen inches
Intermediate (seventh, eighth, and ninth grades)—fourteen to sixteen inches
Senior and adult—sixteen or seventeen inches

In any considerable group there will be a few who might well take larger chairs but there is no advantage in their so doing. The height of theater seats and of most pews is regularly standardized at about 16 inches at the highest point which is abundantly high for the comfort of adults engaged in listening. Most wood chairs for adults, however, are made in the traditional eighteen inch height which is too high for the comfort of most women and a large percentage of men. Since it is quite impossible to keep twenty-five loose chairs of assorted sizes properly distributed among a similar assortment of children, it is better to keep in mind that high seats are always bad but low ones, if properly formed, are safe, and to have but one height of chair in a room; or, if the variations of pupil size are great, two sizes differing by not less than two inches.

b. *Proper back and seat forms.* An essential condition of comfortable sitting in an erect position is well-shaped support in the small or hollow of the back, which is the level of the lumbar vertebrae at and just above the height of the top of the hips. With this support, if one sits well back against it and relaxes completely, the pelvic frame is kept in a vertical position, the weight is balanced about the spine (which is a column of bone and never fatigues), the shoulders fall back and down of their own accord, the chest is expanded and deep breathing assured, and all the vital organs have full space for functioning freely and vigorously. This wholesome and comfortable posture is the best assurance that physical conditions are favorable for mental alertness, attention, responsiveness. Without this support in the small of the back one inevitably tilts the pelvic frame backward and bends at the waist, shoulders hang forward, chest is flattened, and all the vital organs are more or less compressed and restricted; all of which reduces vigor, engenders lassitude and makes energetic attention difficult. No chair back which is built in a straight line from the seat to top can possibly give the sort of support which makes for erect posture. While there should be shoulder support when one leans back, the essential support is a well-rounded form which fits the back between the hips and shoulder blades.



Feet on floor, body at ease, back supported, and no pressure behind the knees to retard circulation. That is correct seat hygiene. He is comfortable. The face tells the story.

But however good the back support, it is futile if the seat is so long, front to back, that one cannot get near enough to the back to use it effectively, or if there is an elevation at the rear of the seat or the seat is so flat that one slides forward by the force of gravity. A good seat has a pronounced backward slope; is shaped to carry the body-weight wholly on the ischials and thick part of the thigh muscles; is short with a well-rounded front edge. In such a seat erectness is the most natural and comfortable posture.

Folding chair units are useful in rooms used for various purposes

There are innumerable folding chairs on the market and "portable chairs" which are the same thing combined in units of two to five individual seats. Some of these are very cheap and most of them are noisy and extremely uncomfortable. It is high testimony to the interesting character of any class that can long survive the atrocious discomfort, distraction, and exasperation of most furniture of this kind. The frightful cost to the nation of cheap flat folding chairs in loss of religious zeal and interest can never be calculated. In this day when the average adult spends most of his life in cushioned swivel chairs, over-stuffed home furniture, or luxurious theater or automobile seats, it is not to be expected that one can readily adapt himself to quiet concentration and contemplation in these ill-shaped torture seats.

Fortunately there are on the market a number of very comfortable and satisfactory lines both of the individual folding chairs and the portable group units. Some of them are well finished and attractive in design and are comfortably upholstered. The best of them have practically eliminated squeaks and noises while in use and reduce the probability of breakage to the minimum. These better grades are probably cheaper in actual cost when durability and upkeep are

considered and there is no comparison when satisfactory service for the uses intended is considered. If carefully selected, they are to be recommended for all those rooms which require compact seating, in which the chairs must be quickly set up and readily stored away in the least possible space. A flat folding bench, correctly designed and proportioned, comparable to a pew when opened and to a couple of flat boards when closed, would be a useful contribution to church school equipment, particularly for the recreational auditorium.

4. Tables

Tables usually have had a prominent place in the equipment of church schools. The essentials of a good table for class use are that it should have an attractively smooth finished top, with no drawers, stretchers, or other structural parts under the top in the way of pupils' knees and thighs, with legs set back as far as practicable out of the way, and with all parts which can come into contact with the pupils' hands or legs well rounded and so finished that they cannot become splintered even through frequent and violent contact with the chairs.

Table drawers are unmitigated nuisances causing many sorts of annoyance and usually functioning primarily as trash receptacles. If it is necessary to provide some storage space for books or supplies at the table, a shallow shelf set well under from the edge and not more than about three inches deep may be provided, though any obstruction under the table top may be in the way of some of those who use it.

The table top should be approximately ten inches higher than the chair seat in all grades, being twenty inches high in the kindergarten and not more than about twenty-eight inches for adults. This is the best average height for writing purposes though the correct measure for individuals in all grades will vary either way, and a flat top is not an ideal writing surface in any case. Proper table heights for all grades can easily be determined by consulting the figures given for chair heights on page 47. Approximately six inches above the chair seat should be unobstructed.

5. The Use of Tables and Chairs

For assembly rooms it is necessary to have some comfortable type of chair or pew. The cathedral chair has been found very satisfactory for use in worship chapels and other assembly rooms where the seats are more or less stationary. An auditorium which is intended for assemblies only, and in which there is no occasion to move the seating at any time, is more economically and effectively furnished with stationary pews or seats. Rooms which must be used for assembly purposes and also for other activities will need to be furnished with chairs which are usable for more than one purpose and which are light enough to be moved easily.

In the nursery and kindergarten rooms, and in the primary rooms to the extent that kindergarten type of methods prevail, the usual equipment consists of loose tables and chairs. In the informal

activities carried on in these rooms the chairs are used as much away from the tables as at the tables. Such type of equipment gives flexibility and makes possible any desired re-arrangement of the room as occasion may require. For such purposes various sizes of tables may be found satisfactory ranging from twenty by thirty-six inches up to thirty-six by seventy-two inches in area. Such tables may be used individually for smaller groups or they may be easily slid together in various formations for larger groups of children.

In classrooms used by upper primary and older grades it has been customary to provide tables and chairs by way of equipment so that pupils might be grouped about the table for an informal type of work. More recently there has been a growing tendency to use a movable type of desk for such grades, or in the case of pupils of high school age, tablet armchairs. The movable chair desk is a four-post chair with a full sized desk top attached to it. This writing surface is supported on an extended front leg of the chair. It is usually about sixteen by twenty-four inches in area and extends clear across in front of the seat. There has also been developed a movable school desk which has an adjustable swivel seat united with an adjustable desk top by means of a connecting rod so that the two parts move together as a single unit. The tablet armchair has a small writing table at one side about a foot in width and extending about two feet forward from the back of the seat.

A tablet armchair

The table and chair arrangement is preferred by some because of the greater informality which it permits in the work of the class. Pupils may work at the table or away from the table as the case may require and almost the entire floor area may be cleared at a moment's notice by pushing the table against the wall.

Those who prefer the chair-desk type of equipment urge that it is better fitted for larger groups than tables and chairs, that the measure of formality which it imparts is necessary for carrying on the serious and constructive work which should be done and that formality and informality are more a matter of the spirit in which the work is carried on than of type of seating and equipment. Such chair desks may be arranged in almost any formation in the room, and have the advantage of avoiding having some pupils face the light as is unavoidable when pupils are seated on all sides of a table; they make it easier to maintain proper posture because the distance between seat and desk always remains the same; the desk furnishes a better surface for writing and other work than a flat table top; pupils can move in and out of their seats without pushing back their chairs with the resultant scraping noises.

Whichever type of equipment is purchased the principle of securing only high grade materials should be adhered to. The markets are always flooded with furniture of the sort made of the cheap-

est materials in the shoddiest fashion at temptingly low prices. Because of the financial struggles in which every building and equipment committee is involved, the initial price is often the deciding factor in the selection of equipment. Aside from the sad effect of

A modern church schoolroom. A chair with adequate table or tablet space makes church school work a joy to both teacher and pupil

such furniture upon the refinement and tone of the school, and aside from its interference with discipline and teaching efficiency, the purchase of such furniture is usually very poor economy because of its rapid deterioration and the expense of upkeep if it is to be kept even in as good condition as that in which it was received.

If tables are to be used the oblong table will probably be found most satisfactory. Round tables often look pretty in a room, but they are extravagantly wasteful of floor space, cannot be arranged with reference to the windows so that a majority shall not have bad lighting conditions, are not as effective for group unity as are rectangular tables, cannot be combined to provide for flexibility in the size of table groups, are either limited to a small sized group or else have a large useless and inaccessible central area, are unwieldy, difficult to handle or to store, and are relatively very expensive. Round tables may be regarded as unsuitable for class use.

In the old type of Sunday school organization in which many classes were crowded into a single noisy room, it was necessary for teacher and pupils to go into a huddle with heads as close together

as possible in order to communicate with each other. For this sort of class there was developed a type of table with a recess cut into one side in which the teacher sat with six or eight pupils as close to her as it was possible for them to get. This more or less "kidney-shaped" table has no rational place in the equipment of a school of the modern sort.

6. Character in Furniture

In selecting furniture, particularly the more severe sorts suitable for and likely to be used in schools of any kind, there are minor points quite apart from the dimensions and general design, which, like the tailoring of a suit of clothes, disclose its quality and collectively give it tone and character. Among these points is its mechanical construction. Like a chain, a chair is only as strong as its weakest point. Durability is not a matter of weight or massiveness or great strength of some parts, but of that care and reliability of construction which insures that there is no particularly weak part or joint. The craftsmanship and responsibility of the maker is the best assurance in matters of construction.

Care and thoroughness in the rounding of corners and edges is not only an evidence of high grade construction but is essential to comfort and good posture. A sharp line of contact under the thighs or across the back both indicate shabby workmanship and foretell restless discomfort for the user. Sharp corners on legs and rungs cost much less to make than the carefully rounded and sanded edges, but they look cheap, they are not pleasant to strike against, and in use they splinter with disastrous effects on delicate clothing and hosiery which come into contact with them. Curves cost money and always represent a deal of planning and labor added to the square sawed sticks and boards, but the human anatomy is bounded by curves and straight lines cannot fit it. Rounded edges are all made

Well-constructed tables and chairs add to the efficiency of the church school

from square ones by the addition of time and expense, but they make up much of the difference between good furniture and bad.

Much of the labor of making good furniture goes into the smoothing operations, particularly on curved surfaces, which are necessary to bring out the beauty of grain and to secure a refined and finished appearance. Fine surfaces cannot be made with paint or varnish, they must be made on the wood itself, and they cannot be made on inferior wood. Painted surfaces are superficial and shriek of shallowness whenever scratched. Thick, shiny varnish over a poorly selected or finished wood is even more offensive to good taste and a love of genuineness. Such gummy varnish is cheap but it is very expensive if one is concerned with the lastingness of the original beauty in furniture. It is very likely to become sticky and to injure clothing, and is easy to discolor and disintegrate under the influence of heat, moisture, perspiration, or rough usage. Transparent pyroxylin lacquer on the contrary is a thin, very tough and elastic finish which shows the grain of the wood ideally, does not crack, peel, or become sticky, is not affected by hot water, soap, or ordinary disinfectants, is scratched or bruised only with difficulty, and seems to wear almost indefinitely and to mellow and improve in appearance with age.

Because of tradition, wood is almost inevitably thought of as the material for church school furniture. However effectively the broad surfaces of desk and table tops or chair seats and backs may display the beauty of fine wood, the legs and framing are usually of mere sawed or turned sticks which seldom have beauty without flimsiness, or strength without clumsiness. Manufacturers are turning to steel for the structural parts with many advantages in design and durability, and with more gain than loss in essential beauty of design. Graceful effects in curved lines and fine finish are obtained in attractive tubular construction, with opportunities for adjustable and swivel devices and other features impossible under the limitations of wood construction. The conditions of manufacture and transportation in this steel frame type of furniture, the use of plywood and finer grades of hardwood, with steel frames, make possible even finer effects in the wood surfaces at lower prices than in comparable all wood construction. For pewing, there is of course, no substitute for wood designed in harmony with the chancel and interior of the church, though a more liberal use of upholstering than is usual would add much to comfort and to acoustical correction.

7. Arrangement of Seating with Reference to Light

A factor of importance in the equipment of a class or assembly room of any type, which contributes vitally to comfort, attentiveness, and mental alertness, is the arrangement of the seats with reference to the window light. Any light which shines directly into one's eyes, whether from window or artificial light constitutes a glare, and besides positively reducing the visibility of the objects at which one is supposed to look, causes eye-strain and tends to headache, nervousness, dullness, and inattention. Furniture should

always be so placed that window light comes only from the left and left-rear of pupils. No pupils should be so seated that the source of light is within his range of vision. Nor should it be necessary for the leader to face the windows directly.

The problem is easily solved by arranging the seats side by side in arcs or chords of arcs facing a center near the front right corner

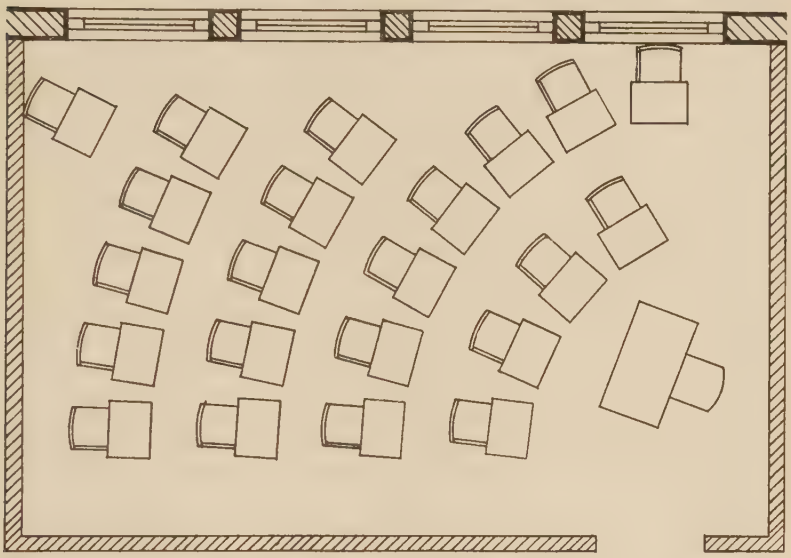


Diagram showing the arrangement of chair desks for adequate lighting

of the room. The arrangement is flexible and will vary with the size and shape of the room, but the principle of arrangement is as indicated by the accompanying diagram. This is a very pleasing and attractive plan aside from its being correct as to lighting. The diagonal arrangement is also quite satisfactory where the type of seating for other reasons requires seats in straight rows. Artificial lighting can be arranged to suit any placing of furniture but it should always be directed upon the pupils' work or objects at which they are expected to look, and no source of light should be within the range of direct vision.

8. Other Equipment for Classrooms

Other permanent equipment classed with furniture rather than as teaching supplies and material, includes the following:

a. *Teacher's table.* A teacher's table of light and readily movable sort is necessary in every classroom. These tables should be of material and design in harmony with the pupils' equipment, approximately two by three or four feet in surface area and twenty-nine inches high. Some leaders prefer a lower and smaller table for groups of small children—one which is about eye level for the children when seated. There should be an open shelf underneath

for convenience during the class period but no lock drawers, cabinets, or other storage facilities built into the table. These light tables are superior in many respects to the cumbersome teacher's desk of the office desk type, which is traditional in the public schools.

b. *Cabinet.* There should be provided a cupboard or cabinet, perhaps in connection with a bookcase, designed to accommodate in the most convenient and compact manner whatever records, materials, stationery, supplies, and literature will be required for the class. If the room is provided with a closet, this storage cabinet may be economically built in where it will be out of sight; otherwise it should be a neat piece of movable furniture, finished in harmony with the other furniture or with the trim of the room. Cabinets of a compact locker or filing case type may be made far more compact and serviceable for all storage purposes than a bookcase with glass doors, which is usually quite inconvenient and wasteful of space, and quite unsightly unless the glass doors are curtained to hide the contents.

c. *Blackboard and display board.* Every classroom with the possible exception of nursery and beginners' rooms, should be provided with blackboards and also with means for displaying pupils' work, small pictures, maps, clippings of various sorts, etc. The equipment for this purpose may be a strip of blackboard across the front of the room, with a smaller area of cork or other "tack board" at the ends of the blackboard, or in some other convenient location. There is no objection to equipment of this sort unless it is thought that it injects a bit too much of the everyday schoolroom atmosphere into an environment where it is sought to maintain a somewhat different spirit. This is particularly true of worship rooms. The schoollike appearance can be relieved somewhat by tinting the "tackboard" the same as the walls and by the use of either portable blackboards or green surfaced boards which harmonize well with the soft tones of the room. If portable boards are used, they should not be clumsy affairs on standards but light ones which hang flat against the wall, and there should be an extension of the trim at the height of the door top and an adaptation of the chair rail into which the portable board will fit against the wall when in use.

d. *Piano.* If the classroom is to be used also as a worship room, a piano will be a necessary item of equipment.

9. Classified List of Furniture

a. *Worship rooms.* Whether or not a children's chapel, to be used with frequent irregularity by various groups within the children's division of the church, is the best plan through which the church can develop the devotional life of the children is a question concerning which an answer will have to await the results of use. That it has large possibilities is evident, and the large church plant of the future will probably include such a room even though its use will be somewhat different from that which is now anticipated. A children's chapel is a room for children, equipped for their use, and not a miniature auditorium for the use of adults.

Such a room should, above all things else, help the children who enter it to think of God. Just what decorations and centers of attention will be most helpful in this way has not yet been determined. Certainly, it should be beautiful and dignified. Shoddiness and artificiality cannot help children to think of God. However inexpensive the chapel must be, it can give an atmosphere of sincerity. Unornamented furniture is much more desirable than machine-made "carving"; one real rose than an array of artificial ones; no picture at all than gaudy, cheaply framed prints.

At the same time, the furnishings of the children's chapel should give the impression of joy. It should be a happy room, not a somber place where a child-like expression is repressed by the weight of the "religious atmosphere." There should be sunlight and color and cheerfulness in the room which is designed to speak to children of the Heavenly Father. Simple symbolism may be introduced through carving, window designs, and pictures. Perhaps joy, suffering, work, and love can be represented through symbols from the life of Jesus—the birds and flowers of which he often spoke used as symbols of joy; the plane and hammer and saw which he used in Nazareth, as symbols of work; the thorn tree as the symbol of suffering; and a picture of Jesus and the children as the symbol of love. It cannot be said too emphatically that these symbols must be very simple and easily interpreted. Mystical symbols are bewildering and not helpful to children. But tools which children know, as a symbol of work, birds and flowers which they can see and appreciate, as a symbol of joy—it may be that this type of representation of aspects of the Christian religion will prove definitely helpful.

The chairs at the front of the room, the lectern, and reading stand should be of churchly design, and suited in size to the requirements of those who will lead the worship services.

The choice of other chancel furniture—reredos, communion table, communion rail, and kneeler cushions—will be determined by denominational practices and the ideas of training in worship which prevail. The seating for the worshipers should be definitely church-like in character and should therefore consist of pew-like benches, or cathedral chairs, twelve or fourteen inches in height according to the groups by whom they are most often to be used. Pews may be provided with cushions like those of the church itself. Open back pews of attractive design can be provided at a cost no greater than equal accommodations of chairs of comparable character and finish. Such pew-like benches should be constructed so as to be movable and permit of re-arrangement for occasional formal processions or pageantry.

When departmental assembly rooms instead of a children's chapel are used for worship services they should be so equipped as to contribute definitely to worship. The seating, the arrangement of table and chairs at the front, the placing of flowers and pictures should all be done with the specific thought of worship in mind. A large and beautifully printed copy of some picture suitable for the age group, if possible in rich color, will form an appropriate center of attention in front of the room. Certainly, neither a blackboard nor

a window admitting strong light should be before the group as they enter into a worship service. Both are distracting rather than helpful in concentrating attention. In many churches, the use of lighted tapers on a table is found helpful in concentrating attention and developing an atmosphere conducive to worship. An unbroken wall space is desirable for the front of the worship room.

(b) *Classrooms.*

Nursery Room—Furniture and decorations for this department should be in cream or other light warm tint of washable enamel. There should be straight chairs and a rocker or two, with seats six to eight inches high. Some cots and cribs with plenty of fresh linen are essential. Large washable rugs for the children to play upon should be in soft colors and should be easily and frequently cleaned. One or two tables about eighteen inches high and low chairs or stools are desirable for attendants. A built-in window seat, especially if there is a bay window, may combine the function of a seat for visitors and, by means of a hinged top, of a storage place for toys and materials. There should be one or two regular chairs for visitors, table and chair for the attendant in charge, and adequate closet or locker storage for supplies and materials. There should also be washing and toilet facilities.

Kindergarten Room—For the kindergarten there should be a piano, ten-inch chairs and twenty-inch tables for children and four-

A well-furnished kindergarten, although oblong tables are to be preferred

teen-inch chairs for leader and assistants, adult size visitors' chairs and teacher's chair and table. There may be one or more light rugs or shawls which can be easily spread on the floor and folded up by the children themselves, to be on the floor only when required for the children to sit upon. They should be in unobtrusive soft

coloring, washable, and frequently cleaned. There should be abundant cork board area, five or six feet of blackboard for the teacher, and other blackboards placed low for use of pupils. Lavatory with fixtures of suitable height and cloakroom with provisions for hanging wraps, should be connected with the room.

Primary Department—If this department has an assembly room it should be equipped with a piano, chairs and tables for superintendent and secretary, portable blackboards, bulletin board, etc., and a half dozen visitors' chairs. For the pupils' seating there should be light but very strong chairs not easily injured, equally divided in twelve and fourteen inch heights. Storage equipment for departmental records should be provided in a cabinet or cupboard in the superintendent's office. A chapel or worship room with equipment as previously described may be substituted with advantage for an assembly room of this type.

The classrooms for the primary department should be liberally supplied with blackboards and cork bulletin boards, cabinets for supplies and materials, teacher's chair and table, visitors' chairs, and coat facilities convenient for children to remove their overshoes and to hang their wraps where they will readily dry. Seating equipment for the first grade should consist of twelve-inch chairs with twenty-two-inch tables. Movable desks may be introduced for the second and third grades; but if chairs and tables are used the twelve-inch and twenty-two-inch heights are suitable for the second grade and the same or fourteen-inch and twenty-four-inch heights for the third grade. A piano is an important part of the equipment for the first grade, and is desirable in every classroom.

Junior and Intermediate Departments—The furniture lists for these departments are not materially different from those for the primary grades. Well lighted space on the walls for maps is desirable. The advantages of movable desks are the greatest in these departments as distinguished from tables and chairs in the primary department and tablet armchairs in the more advanced. The standard intermediate size (fourteen-inch seat height) is suited to the fourth and fifth grades, and the large size (sixteen-inch or sixteen and one-half-inch seat height) for the others. The heights of blackboards and coatroom fixtures should be correspondingly increased. The abundant use of well selected literature becomes an increasingly important educational asset and unless well organized library facilities are conveniently accessible, each classroom should have its own bookcase, with its growing collection of books, visible at all times and open for handling and use.

Senior, Young People, and Adult—Unless the educational program definitely contemplates activities requiring a full size desk writing surface, tablet armchairs of standard adult size will prove to be the most economical type of class seating both as to cost and space, and most convenient for the type of work required in these departments. Beside the leader's chair and table or reading stand, there should be chairs for the class officials and a small table for the secretary; cabinets for class records and supplies, bookcase

unless library facilities are supplied, blackboards, maps, cork board for notices, clippings and the like; and a coatroom adjacent to each classroom. The more formal music and worship activities for these groups are in the regular church service. These older groups are

A department assembly room

the ones which can, with least sacrifice of educational aims, meet in rooms which are used at other times for social and recreational purposes. For converting into classrooms space which is at other times used for gymnasium, Scout rooms, banquet hall, social hall, amusement auditorium, parlors and the like, even the writing facilities afforded by tablet arms must often be dispensed with and portable seating provided which can be quickly set up and very compactly stored away under a rostrum or in other out of the way places.

Social and Recreational Rooms—Chief of these will probably be an auditorium with well equipped stage for dramatics and other forms of entertainment including moving pictures with sound equipment. Motion pictures put on by the church, if they are to be successful, must in quality of presentation compare favorably with those shown in theatres of the community. Only the best equipment should therefore be installed. Local fire regulations must be consulted with respect to the installation of a fire-proof booth. Both stage curtain and window curtain or drapes of soft material in quiet tones of solid color, hanging in long natural folds, are especially effective in most rooms of this sort and have important acoustical value. Upholstered seating, besides adding enormously to the comfort and attractiveness of the room, has a distinctive acoustical value which can be secured in no other way in that it insures practically the same acoustical condition whether the audience is large or small. Theatre seating is best for a room of this type unless it

is to be used also as a social or banquet hall, in which case portable upholstered seating should be provided. As already indicated, this will be decidedly uncomfortable and troublesome unless carefully designed and well made.

Scout and athletic rooms should be equipped with the type of furniture which best appeals to boys and serves their purposes, very sturdy and not easily marred. Strong benches are particularly useful but there is no reason why they should be built with uncomfortable straight line seat and back. The design, proportions, and dimensions already discussed as essential to good chair construction, are particularly important in equipment of this sort for which upholstering is not suitable. A few tables and chairs of similar construction are required, as well as several folding tables for games, book and magazine case, cork bulletin boards, display cases for collections and trophies, coat closet, and abundant closet room supplied with lockers or shelving for equipment.

The dining or banquet hall must be a large room and usually serves also as the recreational auditorium, or as a social hall or gymnasium. Folding tables are necessary for such purposes. Those with unfinished tops are commonly used, but these involve no small expense for table cloths which require much laundering and frequent replacement. There is much to be said for the convenience and possible ultimate economy of having well-finished, stained and lacquered tops or better yet linoleum covered. There are several folding leg devices on the market, all of which should be critically tested as to sturdiness and steadiness. Trucks, consisting merely of a frame on small wheels, should be provided on which the tables can be stacked flat and rolled under the stage or to such other storage place as is provided. Well finished tables can be handled expeditiously in this manner without injury or defacement.

10. Arrangement of Furniture

In any teaching situation, the arrangement of equipment is almost as important as its selection. The value of proper lighting in relation to seating has already been discussed. The placing of a piano or a supply cabinet or a vase of flowers may seem to be a matter of minor importance; but in reality such arrangements may be very influential in determining the effectiveness of the program.

The chairs and the tables for the pupils in the children's departments will, for the most part, be movable to provide for flexibility of program. Their arrangement at any given time will, therefore, depend upon the demands of the program at that particular time. This is not to be interpreted to mean, however, that disorder and carelessness should characterize the room. Rather it means that a new interpretation has been found for the word "order." A room is in order, not when chairs are in symmetrical rows, but when it is arranged in the way which makes possible the best work or play or worship on the part of the pupils. Pleasing arrangements may be achieved within this definition of order, making for an atmosphere of friendliness and companionship.

When it is desirable for the group to assemble as a whole, the chairs may be placed in a circle for the kindergarten children, in semi-circles for the primary children, and in more or less formal rows with aisles as needed for the older groups. The leader's chair and table should, in all cases, be so arranged as to seem to be a part of the group, not removed from it. It should be so placed with reference to the group that each member can easily see the face of the leader. One desirable arrangement is that of a deep semi-circle facing an unbroken wall space with the piano slightly to one side and the leader seated near a small table on the opposite side with the open space between for a choice picture on the wall or for some other object enjoyed by the whole group. Entrance to all rooms should be at the rear or side rear whenever possible.

The piano should be placed in a position which makes it possible for the pupils to gather around it when this is desirable in informal grouping. The pianist also should be a member of the group, and so should be near enough to establish contact with the pupils, and to catch unobtrusive signals from the leader. Light falling on the music but not in the pianist's eyes is essential. If this must be artificial light, it should always be so adjusted as to be outside the range of vision of the pupils. Generally speaking, a piano in a corner of a room near the leader's table is satisfactory.

The supply cabinet is in constant use and must, therefore, be so placed as to make it easily accessible. The side rear of the room is a convenient location for this piece of equipment. Flowers in wall vases or in bowls placed upon the leader's table add greatly to the beauty of a room. Too many bowls on tables may take up space that is needed for other purposes. Bowls on top of the piano or on the secretary's table are out of place. If the cabinet is low, flowers may be placed there to greet the pupil as he enters. Wall vases, placed low enough to come within the pupil's range of vision, are the most satisfactory arrangement for flowers. The secretary's table will, for convenience, be placed near the entrance. Better still, a secretary's room may be provided for each department, or to be used by two or three departments together.

Appendix I

A Selected List of Books and Pamphlets on Church and Church School Building

Building Your Parish House. New York, Department of Religious Education, The National Council, Protestant Episcopal Church, 1930.

A bulletin of suggestions for a local building committee planning an educational plant.

Burroughs, P. E., *How to Plan Church Buildings.* Nashville, Sunday School Board of the Southern Baptist Convention, 1926.

Considers the preliminary steps, organizing the building committee, selecting the architect, financing the new building; planning the building, auditorium, department rooms, class rooms, etc.

Church School Architecture. Philadelphia, Board of Christian Education of the Presbyterian Church in the U. S. A., March 1929. Bulletin 5.

Modern standards for the religious education plant with suggestions to the building committee of the church as to how these standards may be realized.

Conover, Elbert M., *Building the House of God.* New York, Abingdon Press, 1928.

Discusses various phases of modern church building, such as organization for building, summary of the process, building for worship, religious education, and fellowship; the town and country church, the institutional and mission plants.

Cram, Ralph, ed., *American Church Building of Today.* New York, Architectural Book Publishing Company, 1929.

A selection of photographs of exteriors, interiors, details, and plans of churches recently erected, without comment. The introduction by Cram traces the development of church architecture in the United States.

Equipment and Arrangement for Children's Groups in the Local Church. Nashville, Department of Elementary Work, General Sunday School Board, Methodist Episcopal Church, South.

A guide to workers as to the best equipment and arrangement to meet the religious needs of childhood.

Mitchell, William S., *The Seven Day Church at Work.* New York, Funk and Wagnalls Company.

Very valuable and practical description of the working out of various rooms and facilities in a large modern church (Wesley M. E. Church, Worcester, Mass.)

Short, Ernest H., *The House of God.* New York, Macmillan Company, 1926.

A history of religious architecture and symbolism, tracing the various periods of architecture down to the present time.

Tralle, Henry Edward, and Merrill, George Earnest, *Building for Religious Education.* New York, Century Company, 1926.

Discusses the progress in church building, the graded school with separate assemblies and classes. The steps to be taken in building a new church, financing the project, suggestions regarding details, etc.

Tralle, Henry Edward, and Merrill, George Earnest, *Planning Church Buildings.* Philadelphia, Judson Press, 1921.

The first section deals with general procedures in building projects, the building committee, planning for the necessary rooms. The second includes standards and check lists for committees and architects.

Vogt, Von Ogden, *Art and Religion.* New Haven, Yale University Press, 1927.

Valuable from the standpoint of the use of religious art and its plea for a better architecture.

Appendix II

Denominational Bureaus or Committees of Architecture

ADVENT CHRISTIAN
William F. Shuma, 2109 South 57th Ave., Cicero, Ill.

BAPTIST, NORTHERN CONVENTION
Department of Architecture, The American Baptist Home Mission Society, 23 East 26th St., New York, N. Y., George E. Merrill, D.Sc., A.I.A., Secretary of Architecture; Walter A. Taylor, A.I.A., Associate Architect.

BAPTIST, SOUTHERN CONVENTION
Rev. P. E. Burroughs, D.D., 161 Eighth Ave. North, Nashville, Tenn.

CHURCH OF THE BRETHREN
M. R. Zigler, 22 South State St., Elgin, Ill.

CHURCH OF ENGLAND IN CANADA
Philip J. Turner, F.R.I.B.A., F.R.A.I.C., Architect, 1100 Beaver Hall Hill, Montreal, Que.

CONGREGATIONAL-CHRISTIAN CHURCHES
Elbert C. Wood, 287 Fourth Ave., New York, N. Y.

DISCIPLES OF CHRIST
A. F. Wickes, A.I.A., Missions Bldg., Indianapolis, Ind.

EVANGELICAL CHURCH
Dr. H. Franklin Schlegel, Evangelical Bldg., Harrisburg, Pa.

METHODIST EPISCOPAL CHURCH
The Bureau of Architecture of the Methodist Episcopal Church, representing the Board of Home Missions and Church Extension and the Board of Education. Rev. Elbert M. Conover, D.D., 1701 Arch St., Philadelphia, Pa. Edward F. Jansson, A.I.A., 740 Rush St., Chicago, Ill.

METHODIST EPISCOPAL, SOUTH
Department of Architecture of the Board of Church Extension of the Methodist Episcopal Church, South, 1115 Fourth Ave., Louisville, Ky., H. M. King, Architect-Secretary.

PRESBYTERIAN IN THE U. S. A. AND REFORMED CHURCH IN THE U. S.
A. G. Lamont, A.I.A., 156 Fifth Ave., New York, N. Y.

PRESBYTERIAN CHURCH IN THE U. S.
Rev. R. E. Magill, D.D., Box 1176, Richmond, Va.

PROTESTANT EPISCOPAL CHURCH
Commission on Church School Architecture, Department of Religious Education of The National Council, 281 Fourth Ave., New York, N. Y., Norman Sturgis, A.I.A., Chairman, 91 State St., Albany, N. Y., Rev. Louis Van Ess, Hobart Upjohn, F.A.I.A.

REFORMED CHURCH IN THE U. S.
William F. DeLong, Department of Church Building, 513 Schaff Bldg., 1505 Race St., Philadelphia, Pa.

UNITED BRETHREN IN CHRIST
Rev. Russel G. Showers, D.D., 1426 U. B. Bldg., Dayton, Ohio

UNITED CHURCH OF CANADA
Rev. S. W. Dean, D.D., 516 Wesley Bldgs., Toronto, Ont.

UNITED LUTHERAN CHURCH
Luther D. Reed, D.D., Mt. Airy, Philadelphia, Pa.

38371

Memories of
Dedication

FIRST BAPTIST CHURCH SCHOOL
of Religious Education

Pasadena, California

September 24, 25, 26, - 28, 1930

WE ARE READY

The completion of our great Building Program. What a challenge to every member of the church and School to still higher reaches of Christian service. How grateful we are to the Master of All for His leadership and for the sacrifice and personal efforts of the many persons which have made of our efforts such a worthy success.

It has been one of the most fruitful and joyous years of my experience to have worked with and for the members of this Church in helping to bring about the realization of our dreams. Words cannot express my sincere appreciation of the personal devotion of our Church School workers during the trying times of shifting and change, and of all who have contributed so nobly to this magnificent achievement.

My prayer is that we may match the beauty and usefulness of the building with a consecration of life and service worthy of its higher call in the work of the Kingdom. Greater opportunities mean greater responsibilities. Our new building is the Challenge of Christ to a larger service for "from him unto whom much hath been given, shall much be required." Let us be truly faithful.

STANLEY SILKE
Minister of Religious Education.

First Baptist Church

MARENGO AVENUE AT UNION AND HOLLY STREETS
PASADENA, CALIFORNIA

Memories of Dedication

DREAMS DO COME TRUE

Dreams do come true when the dreamers not only dream, but also act. Ten years of loyal, sacrificial contribution of time and money by the many members of our church and congregation has given to Pasadena this magnificent structure erected to God and dedicated to His work. The physical results of the glorious efforts are such as to bring joy and happiness to all who have had a part in the realization of our dreams, and to earn for them the appreciation and thanks of a satisfied community.

This splendid building and equipment will inspire God's people, one and all, to better thoughts, better living and greater service, as it contributes to the upbuilding of Christian character. May our daily prayer be that this be a center from which radiates the true spirit of the Christ, even to the outermost places of the world

It is not too late. Every one who desires may have a share in this great project, as sixty-nine thousand five hundred ($69,500.) in new pledges is needed to complete the whole amount required to pay all accounts.

The financial statement as here given, shows that on the basis of actual costs only, without any allowance for appreciation in land values, this required sum, tho large, is less than ten (10%) percent of the total cost of the church plant. Surely a group of people who, when worshipping under crowded and difficult conditions can raise ninety (90%) percent of the cost of their dream, will have no great difficulty in raising the small balance needed to guarantee complete financing of the project.

FINANCIAL STATEMENT

Amount invested in land, buildings, organ and equipment, previous to 1929 Campaign (fully paid for)		$430,500.00
Cost of chapel and church school, including furnishings		$277,500.00
Total cost of entire plant (including Real Estate, auditorium and chapel and educational buildings		$708,000.00
TOTAL COST OF CHAPEL AND CHURCH SCHOOL, including organ and furnishings		$277,500.00
Pledges secured in 1929 campaign	$158,000.00	
Securities on hand	30,000.00	
So. Marengo Ave. Property	20,000.00	
Total raised in 1929 campaign		$208,000.00
BALANCE REQUIRED		$ 69,500.00

1929 pledges amounted to	$158,000.00
Cash received on these pledges	65,500.00
Balance outstanding on 1929 pledges (Payable by July 1, 1932)	$ 92,500.00

$69,500.00 IN ADDITIONAL PLEDGES REQUIRED
LET US HAVE ALL OF THIS PLEDGED ON SEPTEMBER 28

F. W. PARSONS
Chairman Finance Committee.

THE FIRST CHURCH HOME

The First Baptist Church of Pasadena had its inception when at the call of Rev. W. H. Latourette, general missionary for California, thirteen people met in Good Templar's Hall, November 7, 1883. The names of the thirteen were as follows: O. S. Barber, Mrs. O. S. Barber, Mrs. M. C. Case, Rev. S. S. Fisk, W. P. Jacobson, Carrie Jacobson, Henry Fisk, D. Williams, F. C. Quarles, Mrs. Emma Quarles, Mrs. Martin Mullins, and Rev. J. J. Woolsey. Not one of these names is on the church roll today. Rev. S. S. Fisk acted as the first pastor.

Soon after the organization had been completed the Methodists offered the use of their building for Sunday afternoon meetings, an offer which was accepted. A little later, however, the library building on Colorado Street near the place where the Santa Fe tracks cross that street was secured and this building was used until the first church building was erected.

First Church Building on Fair Oaks

The first building erected by the congregation was on the corner of Fair Oaks and Locust (now Holly) streets. It was dedicated free of debt February 27, 1887, the cost having been $7,777.77. The lot cost $1,800, but two other lots had been owned by the congregation as tentative building sites. The first, on Kansas (now Green) Street, had been donated by Mr. and Mrs. Martin Mullins but this had been sold and a second one purchased on Walnut Street. This in turn had been sold before the Fair Oaks location was acquired.

The first building served the congregation for approximately seventeen years and during these years the growth in number of communicants was encouraging. Six pastors preached from the pulpit of the first building. They were as follows: Rev. S. S. Fisk, 1883-1885; Rev. T. N. Lord, 1885-1887; Rev. C. E. Harris, 1887-1894; Rev. C. T. Douglass, 1895-1898; Rev. F. W. Woods, 1898-1900; and Rev. C. H. Hobart, 1901-1904.

THE SECOND CHURCH HOME

The congregation grew so rapidly that the pioneer church building was soon crowded and agitation for a larger church home began as early as 1895 when Mr. and Mrs. I. P. Allison offered $10,000 to apply on a new building providing such building would not cost less than $30,000. Financial depression, however, which affected all southern California made building plans at that time impractical and it was not until 1899 that steps were again taken. Mr. Allison in that year gave $5,000 as the nucleus of a building fund but he died soon after this. His widow later purchased the site at the corner of Marengo and Union Streets and gave it to the church.

The second building, designed by Architects Marsh and Russell and built by Contractor W. C. Crowell, cost $34,893 without the organ and about $41,000 with the instrument installed. It was dedicated November 20, 1904, the dedication sermon being delivered by Rev. J. W. Brougher, then of Portland, Oregon, now of Tremont Temple, Boston, Mass.

The second church building was used by the congregation for approximately twenty-five years and during that quarter century both the city and congregation grew rapidly. The building with a seating capacity of about 1,300 by 1920 had become inadequate, especially so for Sunday school purposes. During the year 1920 therefore adjacent land was acquired, the site of the present auditorium. Early in 1923 a campaign was conducted under the direction of Rev. F. H. Devine and $375,000 was pledged toward a new building fund.

In the meantime, also, the church had extended itself by the erection of chapels in other parts of the city. Brown Memorial Chapel had been dedicated in 1909 and 1912 it had been chartered as Calvary Baptist church. Tremont Mission had been dedicated and later chartered as Tremont Baptist church. In 1923 a site at the intersection of Washington and Holliston was purchased for a third mission where a building later was erected. Here was organized the Immanuel Baptist church in 1927.

Only three regular pastors preached from the pulpit of the second building,— Rev. Albert Hatcher Smith, 1905—1912; Rev. Selden W. Cummings, 1912—1920; and Rev. John Marvin Dean, 1921—1927.

THE THIRD CHURCH HOME

The purchase of ground adjacent to the church site in 1920 gave the church a full half block at a total cost of $72,150. Bids for the erection of the third building were received in 1924 and on June 25th of that year the trustees were instructed to accept the bid of William C. Crowell for the construction of the first unit following architectural plans drawn by Carlton M. Winslow and Frederick H. Kennedy, Jr. architects. The corner stone for this unit was laid with impressive services on March 30, 1925. The unit was to adjoin the old church and to house the auditorium of worship and supplementary rooms, leaving the old building for use as a school of religious education and other activities of the church.

Dedicated in 1926

The new unit was completed early in 1926, programs and services marking the dedication week being held during the week of January 17 to 24, 1926. The cost of this unit was placed at $357,350.

This structure gave the church one of the most handsome auditoriums of worship in southern California, but growth of the departments of religious education soon made the old building inadequate to house them and in the spring of 1929 definite steps were taken to raise funds for the second unit, the plan proposed urging the erection of one of the most complete educational units in the state. The architects who drew plans for the first unit also drew them for the second and the general building contract went to the same contractor. The old church was razed early in the summer of 1929 and work was started on the new unit later in the year.

The first public meeting in the new unit was the prayer meeting service held on Wednesday evening August 20, 1930, the chapel room having been completed with the exception of the installation of the regular pews on that date. The classes of the Bible school moved into their respective rooms on the first Sunday in September.

Built of re-inforced concrete throughout, the complete plant as it now stands will be able to resist the elements for an indefinite period of time and since the type of architecture is one that will not get out of date it is

THE NEW CHURCH GROUP COMPLETED

expected that the building will serve for many generations. With rooms for educational, recreational, and inspirational gatherings on four floors it is expected that the plant will meet the needs of the congregation for many years. Some idea of the size of the new unit can be gained when it is noted that it has 220 windows, 204 doors, 395 lamps, 314 electrical outlets, 314 treads on its numerous stairways, 144 rooms and closets, and 64,200 square feet of floor space.

The valuation of the completed building and grounds is estimated at no less than one millon dollars. The location which really makes it a unit in the group of buildings forming Pasadena's civic center enhances its beauty and makes it conspicuous among church buildings of southern California; in fact it is one of the outstanding church buildings of the United States.

GIVING THANKS

The satisfaction of a task well done will constitute the chief "Thank You" to our scores of individual and group workers who have so loyally and sacrificially given of their time, unselfish effort and substance, to the planning, preparing and furnishing of this splendidly appointed School of Religious Education.

Space will not permit mention of those of the membership and the friends and neighbors of our church family, who, during the last several years, have had active responsibilities in the progress of the Building Program, and because we cannot mention all, we refrain from mentioning any, knowing that each Committee member has already heard the Master say "well done," for after all, our thanks is to Him, for the opportunities of service, and strength and courage to carry on, being now only in the midst of our task.

OUR CHURCH STAFF

DANIEL F. RITTENHOUSE, D. D.
Minister

STANLEY SILKE
Minister of Religious Education

MRS. LILLIAN MCINTOSH
Church Secretary

MISS MARTHA COBURN
Parish Visitor

GROUP LEADERS

C. S. NELSON
Chairman Executive Committee

J. H. MERRIAM
Chairman Board of Deacons

R. W. SORENSEN
Chairman Board of Trustees

CLYDE COLBY
Chairman Board of Religious Education

MRS. CLYDE COLBY
President Woman's Society

DR. J. W. STENGER
Chairman Missionary Cabinet

Leaders Young People's Societies for Past Year

ROBERT STENGER
President "Deoducteans"
(Hi - B. Y. P. U.)

LEROY CUSTER
President "Cleophians"
(College-Business B.Y.P.U.)

LORRAINE LAMB
President Junior Hi-B. Y. P. U.

EXECUTIVE BOARD OF BUILDING COMMITTEE

R. W. Sorensen, Chairman

Mrs. Porter Parmele

T. W. Warner

Wm. A. Cochrane

H. W. Foster

Mrs. H. O. Clarke

Jay D. Rinehart

Wm. C. Crowell
Contractor

Frederick H. Kennedy, Jr.
Supervising Architect

F. W. Parsons, Chairman
Finance Committee

WEDNESDAY EVENING, SEPTEMBER 24, 1930 7:30 P. M.
DENOMINATIONAL EVENING
Daniel F. Rittenhouse, Presiding

ORGAN PRELUDE—Hosannah! Chorus, Magnus — Th. Dubois
Mrs. Wickland
READING OF THE SCRIPTURES AND PRAYER
Rev. H. L. Caldwell
ANTHEM—Souls of the Righteous — Noble
The Choir
THE LOCAL CHURCH AND THE STATE CONVENTION
Rev. G. D. Knight, D. D., President of Southern California Baptist Convention.
OUR WOMEN
Mrs. O. T. Ellis, President of Baptist Women's Mission Society of Southern California.
NORTHERN BAPTIST CONVENTION GREETINGS
By Mattison B. Jones, Vice-President of the Convention.
TRIO—Praise Ye (Attila) — Verdi
Mr. Wheaton, Mrs. Stoehr, Mr. Stocking
ADDRESS
Rev. Frank B. Fagerburg, D. D., Pastor of the First Baptist Church of Los Angeles.
HYMN
BENEDICTION
POSTLUDE—Pomposo in "D" — Charles Vincent
INSPECTION OF BUILDING

THURSDAY EVENING, SEPTEMBER 25, 1930
COMMUNITY NIGHT
Daniel F. Rittenhouse, presiding

ORGAN PRELUDE—Hosannah! (Chorus Magnus) — Th. Dubois
READING OF SCRIPTURE AND PRAYER
Rev. Benjamin E. Watson, Pastor Central Christian Church.
ANTHEM—Inflammatus (Stabat Mater) — Rossini
Mrs. Stoehr and Choir
RELIGIOUS EDUCATION AND THE KINGDOM OF GOD
Rev. E. A. Thompson, D. D., Pastor First Congregational Church.
RELIGIOUS EDUCATION AND THE TRAINING OF CHRISTIAN WORKERS
Rev. Merle N. Smith, D. D., Pastor First Methodist Church.
RELIGIOUS EDUCATION AND THE PUBLIC SCHOOLS
Prof. John W. Harbeson, Principal Pasadena Junior College.
DUET—The Lord is My Light. — Buck
Miss Chumlea—Mr. Farley
RELIGIOUS EDUCATION AND THE SPIRITUAL LIFE
Rev. Leslie E. Learned, D. D., Rector All Saints Episcopal Church.
RELIGIOUS EDUCATION AND THE COMMUNITY
Mr. W. L. Blair, Associate Editor Pasadena Star-News.
RELIGIOUS EDUCATION AND THE HOME
Rev. Robert Freeman D. D., Pastor Pasadena Presbyterian Church.
HYMN No. 211 "Onward Christian Soldiers."
BENEDICTION
ORGAN POSTLUDE—March for a Church Festival — Wm. Best
INSPECTION OF THE BUILDING

FRIDAY EVENING, SEPTEMBER 26, 1930
CHURCH FAMILY NIGHT
V. Stanley Silke, presiding

The Church Family will gather in the social rooms of the church at six o' clock P. M. At 6:15 P. M. they will proceed to the tables, which will be prepared for 650 people. The supper will be served promptly at 6:30 P. M.

The evening program will be an informal one, consisting of group singing, special quartettes and solos, with other entertainment numbers, introduction of guests and responses of our workers and guests.

The special address will be given by Dr. Theodore G. Soares on, "The Educational Ideal in the Sunday School."

DEDICATION SUNDAY

MORNING SERVICE, SEPTEMBER 28, 1930

Mr. C. S. Nelson, presiding

Organ beginning at 10:25

CHIMES—Portuguese Hymn

ORGAN PRELUDE—From Chapel Walls — Hoeck-Russell

THE DOXOLOGY

THE LORD'S PRAYER

RESPONSIVE READING (Psalm 24)

THE GLORIA

ANTHEM—The Builder — Cadman

The Choir

PRESENTATION OF KEYS

Mr. W. C. Crowell, the builder, to Mr. Wm. A. Cochrane, of the Building Committee. Keys will be borne by Betty Mae Rinehart.

Mr. Cochrane will present them to Mr. R. W. Sorensen, Chairman of the Board of Trustees. Keys will be borne by Alice Clara Kennedy.

SONG BY CHILDREN'S CHORUS—Tell me the Stories of Jesus

REPORT OF FINANCE COMMITTEE

Mr. F. W. Parsons, Chairman

PRAYER

Rev. Claibourne M. Hill, D. D., President Berkeley Baptist Divinity School.

RESPONSE

HYMN No. 129 The Church's One Foundation

SEVICE OF BENEVOLENCE

Prayer of Consecration

Quartet—The Angel's Serenade — Braga

Mr. Stark, Mrs. Stoehr, Miss Chumlea, Mr. Stockling

Mr. Guy Riherd, Violinist

SERMON—The Church and The Nation

Daniel F. Rittenhouse, D. D.

PRAYER OF DEDICATION

V. Stanley Silke

ANTHEM——Hallelujah Chorus — Handel

The Choir

ORGAN POSTLUDE—Grand Triumphale Chorus — Guilmant

SUNDAY EVENING, SEPTEMBER 28, 1930.

YOUNG PEOPLES NIGHT

Reception by the Young People to the officers of the Southern California B. Y. P. U., 5 P. M., Banquet Hall

Evening Service, 7:15 P. M.

Organ Recital at Seven o' clock

ORGAN—Madrigale — Simonetti-Biggs

Concert Overture in C Minor — Alfred Hollins

SERVICE OF SONG—280, 346, 318. Mr. Farley Leading

PRAYER—J. Milton Johnson, President, B. Y. P. U. of America

QUARTETTE—"More Love to Thee" — Speeks

Mr. Stark, Mrs. Stoehr, Miss Chumlea, Mr. Stocking

"YOUNG PEOPLE ORGANIZED FOR CHRIST."

Richard H. Wheeler, President Elect Pasadena Association Baptist Young People.

THE SERVICE OF BENEVOLENCE

OFFERTORY SOLO—"Arise, Shine for Thy Light is Come." — Mac Dermid

Margaret Darrow

SERVICE OF DEDICATION AND CONSECRATION

Oliver de Wolf Summings, Director, Religious Education Southern California Baptist Convention.

CHORUS—"Living for Jesus."

Young People's Chorus, Philip Taylor Leading.

ADDRESS

Dr. Carl Sumner Knopf of the University of Southern California.

HYMN—No. 85 "All Hail the Power of Jesus Name."

BENEDICTION

ORGAN POSTLUDE—Festival Toccata — Percy Fletcher

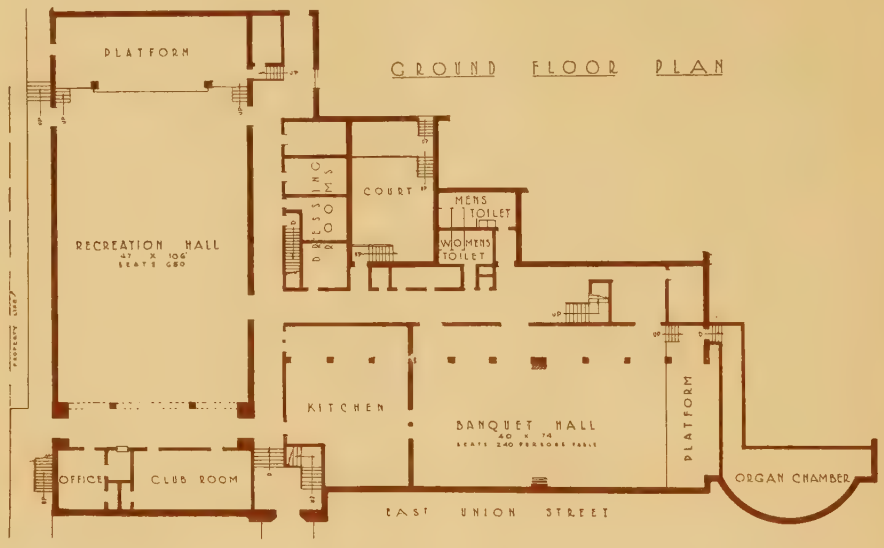
CHAPEL SYMBOLS

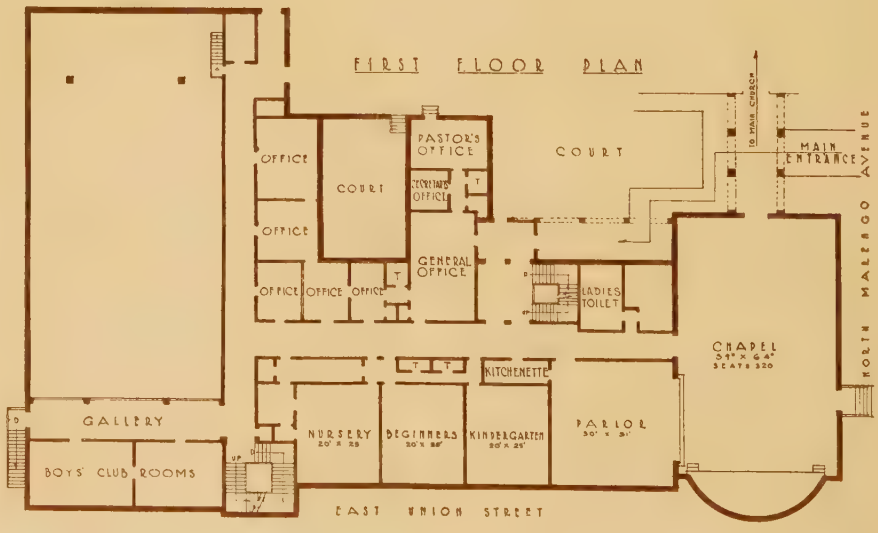
The symbols in our chapel are from early christian symbolism. None of these symbols are Roman Catholic though they are used by them. The earliest symbols are the Cross and the Fish, both symbols of Christ. The Greek word Fish is spelled by the first letters of the Greek words, "Jesus Christ, the Son of God, Saviour".

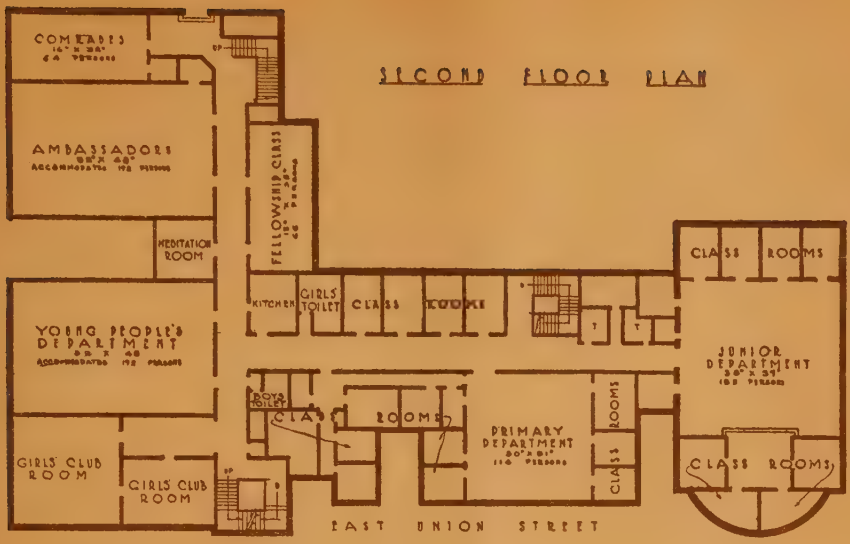
A partial list of the symbols used in our chapel, both on the wall, the beams, the ceiling and the windows are as follows:

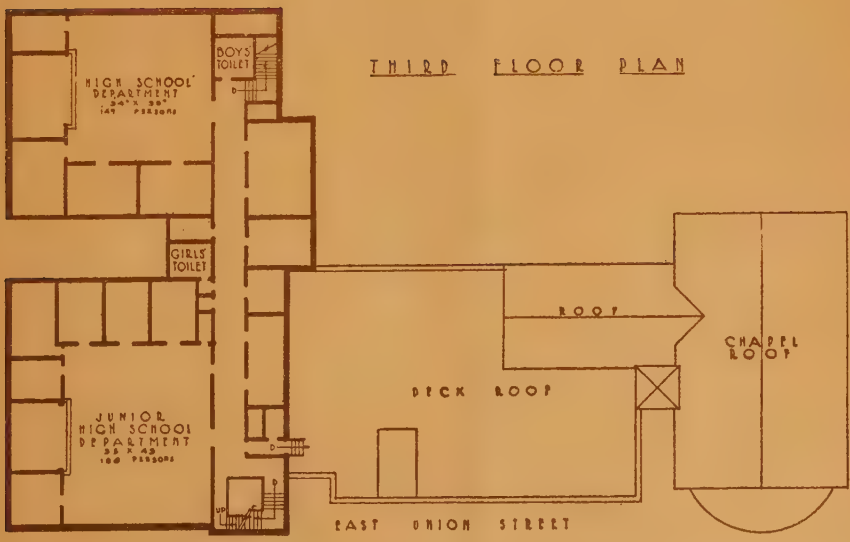
1. Pomegranate symbolizing youth, a hopeful future.
   A very old and much used symbol of the resurrection, used on the robes of the priests of Israel. (Ex. 28:33)
2. Rose—Divine Love.
3. Phoenix,—a mythical bird from Arabia, periodically burned and resurrected, symbolizing Immortality and Resurrection.
4. Lamb with the Crook,—The Good Shepherd.
5. Grapes and Vine,—the Blood of Christ.
6. Wheat,—the Body of Christ. (Luke 22:20)
7. Cross, Crown and Anchor,—standing of the Faith, Reward and Hope. There are two basic forms of the Cross, one the Latin Cross symbolizing Faith when used with the Book or the Anchor. The other has all arms of equal length and is the earliest symbol used for Christ. It also represents the spread of Christianity to the four quarters of the globe.
8. The Lyre stands for Christian Confidence and Joy and Praise.
9. The Book,—Perfect Intelligence.
10. The Torch stand for Life.
11. The Lamp stands for Knowledge, Zeal and Piety. (Matt. 5:16)
12. The Gift of the Three Kings,—Crown for Gold; Ointment jar,—Frankincense and Branches of Myrrh in background. (Matt. 2:11)
13. Anchor and Dolphin,—Hope in Christ. The anchor means Hope and the Dolphin, Christ and Baptism. (Heb. 6:19)
14. The double interlacing triangle, interlaced with the circle, means Eternity and Perfection of the Trinity.
15. Alpha and Omega, the first and last letters of the Greek alphabet, with the Rose, means Spiritual Love.
16. The Dove means purity, God, the Holy Spirit. (Mark 1:10)

    In the windows are found the symbols of three evangelists.
17. St. Mark represented by the Lion. The Lion was called the hermit of the desert. Mark commences his gospel with the words: "The voice of one crying in the wilderness." The Lion symbolizes the royal dignity of Christ. "The Lion of the tribe of Judah."
18. St. Luke, represented by the Ox because he writes more of the priesthood of Christ. The Ox is the symbol of Sacrifice, also the power to serve.
19. St. John is represented by an Eagle because of his lofty flights of Inspiration, and because he is the one who reaches the paramount conception of the dual nature of Christ.
20. The Tree of Life,—the Apple Tree, the symbol of the Knowledge of Good and Evil.
21. Lilies symbolize the Resurrection. "Though he were dead, yet shall he live."
22. Faith, Hope and Love. The Cross stands for Faith; the Anchor for Hope; the Wreath of Roses for Love.


GROUND FLOOR PLAN
PLATFORM
RECREATION HALL
47' X 106'
SEATS 650
CLASS ROOMS
COURT
MENS TOILET
WOMENS TOILET
KITCHEN
BANQUET HALL
40' X 74'
SEATS 240 PERSONS TABLE
PLATFORM
OFFICE
CLUB ROOM
ORGAN CHAMBER
EAST UNION STREET


FIRST FLOOR PLAN
TO MAIN CHURCH
MAIN ENTRANCE
NORTH MALLEGO AVENUE
OFFICE
COURT
PASTOR'S OFFICE
SECRETARY'S OFFICE
COURT
OFFICE
GENERAL OFFICE
OFFICE
OFFICE
OFFICE
LADIES TOILET
CHAPEL
57' X 64'
SEATS 320
KITCHENETTE
GALLERY
BOYS' CLUB ROOMS
NURSERY
20' X 25'
BEGINNERS
20' X 25'
KINDERGARTEN
20' X 25'
PARLOR
30' X 31'
EAST UNION STREET


SECOND FLOOR PLAN
COMRADES
AMBASSADORS
MEDITATION ROOM
FELLOWSHIP CLASS
YOUNG PEOPLE'S DEPARTMENT
KITCHEN
GIRLS' TOILET
CLASS ROOMS
JUNIOR DEPARTMENT
BOYS' TOILET
CLASS ROOMS
PRIMARY DEPARTMENT
GIRLS CLUB ROOM
GIRLS CLUB ROOM
CLASS ROOMS
EAST UNION STREET
NORTH MARENGO AVENUE


THIRD FLOOR PLAN
HIGH SCHOOL DEPARTMENT
BOYS' TOILET
GIRLS' TOILET
JUNIOR HIGH SCHOOL DEPARTMENT
ROOF
CHAPEL ROOF
DECK ROOF
EAST UNION STREET
NORTH MARENGO AVENUE

THE NEW BUILDING OF THE FIRST BAPTIST CHURCH, PASADENA

The Lord, in older years than these,
Invisibly dwelt with men;
A purple, blue, and scarlet veil
Hung low before Him then.

And since those days of long ago,
He has used some rooms to bless
The needy ones, His weary ones,
And garb in righteousness.

In an upper room, in a city's street,
He showed them broken bread,
His body,—with ebbing life,
His death was in their stead.

Another room, His friends were there,
Sharp-stricken souls and low;
They had seen Him die upon the cross,
Faith paused at such a blow.

And as they wept and told His death,
He came! He drave away
Wild fear and doubt, gave glorious peace,
They saw Him risen, that day.

Another time they gathered there,
With one accord to pray;
He gave His Spirit to them all,
Transformed weak, native clay.

O, Risen Christ, come yet again
In all these rooms with grace,
And let all see Thee crucified,
The Light upon Thy face.

O, Risen Christ, come yet again
In all these rooms with grace!
Come, aid those who through broken faith,
Have lost , have lost Thy face!

O. Risen Christ, come yet again
In all these rooms with grace,
Thy Holy Spirit give to all,
Thy likeness in each face!

Alfred W. Stone.

Date Due

LIBRARY

GTU Library
3 2400 00781 1155

1. **No book may be ta**
   without being char
   Borrowers are resp
   age done to the volumes while in their possession and are expected to make good all losses.
2. (a) **Reserve Books** may be borrowed for a period of two hours. In case no call has been made in the interval, books may be renewed for a second two hours. (Where there is only one copy, book must be used in the library.)

   (b) Reserve books taken at 10 p. m. Mondays to Fridays are due at 9 a. m. the next morning. A reserve book taken from the library at 12 m. Saturday is due at 9 a. m. the following Monday.
3. Books not on reserve may be drawn from the library for two weeks and may be renewed once for the same period, except one-day books.
4. A fine of two cents a day will be charged on each book which is not returned according to the above rule.
5. MAGAZINES ARE NOT to be taken from the library without the special permission of the librarian.

TM33
Or3
v.3
4774